

Education

Army Continuing Education System

**Headquarters
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17 November 1993**

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SUMMARY of CHANGE

AR 621-5

Army Continuing Education System

This revision--

- o Includes revised mission and goals for ACES (chap 2).
- o Refocuses ACES toward support for leader development (chap 2).
- o Emphasizes ACES philosophy of Total Army Quality (TAQ) in providing customer satisfaction through education services (chap 2).
- o Eliminates the chapter on the Reserve Component (RC) and incorporates references to the RC throughout the regulation.
- o Prescribes new policies and procedures for tuition assistance (chap 6).
- o Incorporates the Army Personnel Testing (APT) Program administration as an integral part of ACES (chap 3).
- o Indicates proponent changes for the Army/American Council on Education Registry Transcript System (AARTS) (chap 7).
- o Revises DA Form 1821-R (Semi-Annual Participation/Cost/Evaluation Report).
- o Revises DA Form 5454-R (Request for Army/American Council on Education Registry Transcript).

Effective 17 December 1993

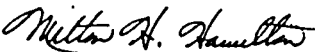
Education

Army Continuing Education System

By Order of the Secretary of the Army:

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General, United States Army
Chief of Staff

Official:


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Administrative Assistant to the
Secretary of the Army

History. This printing publishes a revision of this publication. Because the publication has been extensively revised, the changed portions have not been highlighted. This publication has been reorganized to make it compatible with Army publishing database. No content has been changed.

Summary. This regulation covers a range of educational opportunities available to active duty military, members of the Reserve Components, Department of the Army civilians, and adult family members. It outlines policies, responsibilities, and procedures for the Army Continuing Education System (ACES)

and implements Department of Defense Directive (DODD) 1322.8, Voluntary Education Programs for Military Personnel.

Applicability. This regulation applies to members of the Active Army, the U.S. Army Reserve Components, Department of Army civilians, and their adult family members.

Proponent and exception authority. The proponent of this regulation is the Deputy Chief of Staff for Personnel. The Deputy Chief of Staff for Personnel has the authority to approve exceptions to this regulation that are consistent with controlling law and regulation. The Deputy Chief of Staff for Personnel may delegate this authority in writing to a division chief within the proponent agency in the grade of colonel or the civilian equivalent.

Army management control process. This regulation is subject to the requirements of AR 11-2 for internal management control systems. It contains internal control provisions but does not contain checklists for conducting internal control reviews. These checklists are being developed and will be published at a later date.

Supplementation. Supplementation of this regulation and establishment of command and local forms are prohibited without prior

approval from of the Deputy Chief of Staff for Personnel (DAPE-ZX), Washington, DC, 22331-0300, through Commanding General (CG), PERSCOM, ATTN: TAPC-PDE, Alexandria, VA 22331-0472.

Interim changes. Interim changes to this regulation are not official unless they are authenticated by the Administrative Assistant to the Secretary of the Army. Users will destroy interim changes on their expiration dates unless sooner superseded or rescinded.

Suggested improvements. Users are invited to send comments and suggested improvements on DA Form 2028, Recommended Changes to Publications and Blank Forms, directly to CG, PERSCOM, ATTN: TAPC-PDE, Alexandria, VA 22331-0472.

Distribution. Distribution of this publication is made in accordance with the requirement of DA Form 12-09-E, block number 2256, intended for command level C for Active Army, D for Army National Guard and U.S. Army Reserve.

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RESERVED

Chapter 1 Introduction

Section I General

1-1. Purpose

This regulation—

- a.* Implements Department of Defense (DoD) Directive 1322.8, Voluntary Education Programs for Military Personnel.
- b.* Establishes mission, goals, policies, and responsibilities for the Army Continuing Education System (ACES).
- c.* Delegates authority for managing ACES programs and services.

1-2. References

Required and related publications and prescribed and referenced forms are listed in appendix A.

1-3. Explanation of abbreviations and terms

Abbreviations and special terms in this regulation are explained in the Glossary.

1-4. Statutory authority

Statutory authority for this regulation is derived from the following sections of title 10, United States Code (USC)—

- a.* Title 10 USC 4302, Enlisted Members of Army: Schools
- b.* Title 10 USC 2007, Limitation on Payment of Tuition for Off-Duty Training or Education
- c.* Title 10 USC 1142, Preseparation Counseling Requirement

1-5. Geographic boundaries for education services

a. Each installation is responsible for providing educational services to active duty soldiers either assigned to or supported by that installation under provisions of intra-Service or inter-Service support agreements. Each installation is also responsible for providing educational services to members of other Services assigned for duty at the installation. In addition, installations are responsible for educational support to all soldiers, Department of the Army civilians (DACs), and adult family members in the geographic areas of responsibility listed in appendix B. Outside the continental United States (OCONUS), installations are responsible for providing educational support in those geographic areas assigned by their respective major Army command (MACOM). The Army National Guard and the U.S. Army Reserve (USAR) forces are responsible for providing education services to members of those components within their geographic boundaries.

b. When a continuing military presence is established in a foreign country, an ACES will be planned and developed to provide necessary educational support. The MACOM director of education will conduct an immediate in-country assessment to determine the feasibility of providing such educational services. The director will also follow the guidelines in Department of Defense Directive (DODD) 1322.19 for acquisition of education programs in overseas areas. Before establishing an Army Education Center (AEC), the responsible MACOM director of education will coordinate efforts with the director of ACES.

c. When economy and efficiency dictate and upon mutual agreement of the education services officers (ESOs) involved, the provision for off-post educational support will not be restricted to the geographic areas of responsibility indicated in appendix B. Where MACOM boundaries are involved, the respective MACOM directors of education must also agree.

Section II Responsibilities

1-6. Deputy Chief of Staff for Personnel

The Deputy Chief of Staff for Personnel (DCSPER) will—

- a.* Establish policies consistent with Federal statutes and DODD 1322.8.

b. Provide fiscal and personnel resources for ACES programs and services.

1-7. Director of Army Continuing Education System

The ACES director will perform the following DCSPER duties—

- a.* Manage and determine the need to add, continue, modify, or cancel ACES programs and services Army-wide.
- b.* Defend and distribute fiscal resources through the planning, programming, budgeting, and execution system.
- c.* Provide technical assistance to MACOMs.
- d.* Conduct staff assistance visits to MACOMs and installations to assist with program implementation, ensure adequacy of support, and review trends in participation.
- e.* Coordinate education staff actions, such as Army Learning Center (ALC) policy, that impact on training with the Deputy Chief of Staff for Operations and Plans (DCSOPS).
- f.* Manage the Army/American Council on Education Registry Transcript System (AARTS) through the AARTS manager, AARTS Operations Center, Fort Leavenworth, Kansas.
- g.* Serve as the functional chief's representative for the Education Services Civilian Career Program (CP) 31.

1-8. Deputy Chief of Staff for Operations and Plans

The DCSOPS will—

- a.* Serve as the Army staff proponent for Military Occupation Specialty Improvement Training (MOSIT) outlined in AR 351-1 for individual military education and training.
- b.* Coordinate training staff actions and American Council on Education MOS evaluations that impact on education with DCSPER.

1-9. Deputy Chief of Staff for Intelligence

The Deputy Chief of Staff for Intelligence (DCSINT) is the Army staff proponent for mission-required language training as outlined in AR 351-1 guidance for individual military education and training.

1-10. Chief of Public Affairs

The Chief of Public Affairs will—

- a.* Publicize ACES programs and services.
- b.* Assist in determining appropriate focus and emphasis concerning publicity and promotion of ACES programs and services.

1-11. Commanding General, U.S. Army Recruiting Command

The Commanding General, U.S. Army Recruiting Command (CG, USAREC) will—

- a.* Coordinate with the Education Division, U.S. Total Army Personnel Command (PERSCOM), hereafter referred to as DA, all education related advertising, promotion, and information materials for policy review before publication and release.
- b.* Provide the results of research and analysis regarding the impact of education on recruiting and retention to DA.
- c.* Train USAREC Education Services Specialists (ESSs) on ACES programs, services, and policies.

1-12. Chief, National Guard Bureau and Commanding General, United States Army Reserve Command in coordination with Chief, Army Reserve

The Chief, National Guard Bureau (NGB) and Commanding General, United States Army Reserve Command (CG, USARC) in coordination with Chief, Army Reserve (CAR)—

- a.* Determine priorities, resources, and the extent to which specific ACES programs or services will be delivered to the Reserve Component (RC).
- b.* Provide fiscal and personnel resources for ACES programs and services to the RC.
- c.* Maintain and report data for National Guard Bureau (NGB) and U.S. Army Reserve (USAR) as indicated in para 9-12 of this regulation.

1-13. Commanding General, U.S. Army Training and Doctrine Command (TRADOC)

The Commanding General, U.S. Army Training and Doctrine Command (CG, TRADOC) will—

- a. Assist non-high school graduates by administering general education development (GED) tests in training base.
- b. Be responsible for maintaining noncommissioned officer (NCO) career development models (career maps), and
- c. Provide Montgomery G.I. Bill (MGIB) briefing to basic combat training/one station unit training (BCT/OSUT) soldiers.

1-14. Commanding General, U.S. Army Forces Command

The Commanding General, U.S. Army Forces Command (CG, FORSCOM) manages and delivers ACES within the USAR using appropriate funding.

1-15. MACOM commanders

The MACOM commanders will—

- a. Direct, monitor, and review the delivery of all ACES programs and services at installations within the MACOM.
- b. Provide procedural guidance consistent with this regulation and the Department of the Army (DA) periodic policy guidance to their subordinate elements.
- c. Plan for and provide fiscal resources to installations.
- d. Direct installations to conduct continual needs assessments and program evaluations and submit them to DA triennially.
- e. Provide technical assistance to installations.
- f. Conduct staff assistance visits to installations to assist in program implementation and to review trends in participation.
- g. Submit to DA recurring reports as indicated in chapter 9, section II.
- h. Support MOSIT and mission-required language training as provided in AR 351-1.
- i. Apoint a MACOM ACES Army Personnel Testing (APT) coordinator.

1-16. Installation commanders

Installation commanders will—

- a. Manage the delivery of ACES programs and services through the installation ESO and the ACES staff.
- b. Ensure ACES funds and other resources are used to deliver the maximum levels of ACES programs and services to authorized clients consistent with this regulation.
- c. Conduct needs assessments and program evaluations on a continual basis but at least triennially.
- d. Ensure training officers integrate ACES training support programs into local training schedules.
- e. Provide statutory pre-separation counseling services.
- f. Submit recurring reports to MACOM ACES as indicated in chapter 9.

1-17. Personnel Service Company/Center

The Personnel Service Company/Center (PSC) will establish procedures to ensure that—

- a. Incoming and departing soldiers process at the Army Education Center (AEC) under AR 600-8-101 requirements for personnel processing (in- and out-mobilization processing) within 30 days of arrival and 30 days before permanent change of station (PCS) in the resident community.
- b. DA Form 669 (Army Continuing Education System (ACES) Record), including electronically generated versions, that is, 669-E, is included in the official personnel file for forwarding to the next duty station and in the separation packet for filing in the service record when separating from active duty (AR 600-8-104).
- c. Reports, surveys, and rosters are furnished to the installation ESO per DA PAM 600-8 requirements for management and administrative procedures. These include the following—
 - (1) PCN AAC-C17, Education Level Survey.
 - (2) PCN AAC-C76, Civilian Education Counseling Report.
 - (3) PCN AAC-C77, Civilian Education Statistical Report.

(4) PCN AAC-C37, Personnel Qualification Roster.

(5) PCN AAC-C13, Loss Roster.

(6) PCN AAC-MCA and PCN AAC-C33, MOS Density Reports.

Chapter 2 ACES Mission, Goals, and Policies

Section I General

2-1. ACES mission

The ACES mission is to improve the combat readiness of the Total Army by planning, resourcing, and implementing educational programs and services to support the professional and personal development of quality soldiers, adult family members, and DACs.

2-2. ACES goals

In support of its mission and that of the Total Army, ACES supports the following five goals—

- a. Develop confident, competent leaders.
- b. Support the enlistment, retention, and transition of soldiers.
- c. Provide self-development opportunities for soldiers and adult family members.
- d. Provide self-development opportunities for DACs.
- e. Provide self-development opportunities for DAC ACES professional and support staff.

2-3. ACES administration

a. The ACES administration supports the Total Army Quality (TAQ) philosophy of striving to provide customer satisfaction through the delivery of quality educational programs and services. The philosophy of TAQ is to manage processes instead of people by listening to customer needs and continually improving the processes involved in the delivery of programs and services.

b. The DA will establish an ACES Executive Steering Committee (ESC) to manage ACES following AR 15-1, chapter 4, requirements for committee management. The ACES director will chair the ESC. The ESC establishes broad policies and provides program guidance to the Total Army via NGB, CAR, MACOMs and installation ESCs.

c. Five systems support the goals stated in paragraph 2-2. They include—

- (1) Military professional development.
- (2) Military self-development.
- (3) Adult family member self-development.
- (4) DACs self-development.
- (5) ACES personnel self-development.

d. MACOM and installation commanders should establish an ESC within their commands to provide oversight of ACES through Quality Management Boards (QMB).

2-4. Support of the training mission

Education and training mutually support and enhance the combat readiness of the Army. Additionally, they are key elements in the Army's leader development program. ACES education programs and services are designed to expand soldier skills, knowledge, and attitudes (SKAs). A close working relationship between the education and training proponents is essential at all levels to ensure proper planning and delivery of ACES education programs and services to support the training mission.

2-5. ACES support for leader development

a. Leader development is a process of developing the SKAs required to be successful leaders, trainers, and role models. This process is a continuous cycle of education, training, experience, assessment, feedback, and reinforcement. The effectiveness of this process results directly from the total integration of the three pillars

of leader development: institutional training, operational assignments, and self-development.

b. ACES programs and services are the delivery systems that support self-development.

c. Self-development is a planned, progressive, sequential program that leaders use to enhance and sustain the nine military leadership competencies. These competencies, identified in FM 22-100 requirements of military leadership, are communication, supervision, teaching and counseling, soldier team development, technical and tactical proficiency, decisionmaking, planning, use of available systems, and professional ethics.

d. Self-development consists of individual study, research, professional reading, practice, and self-assessment.

2-6. Objectives for soldier career development

a. Enlisted soldiers should meet the following objectives:

(1) Master the academic skills needed to perform the duties of their primary MOS and to meet prerequisites for the Noncommissioned Officer Education System (NCOES).

(2) Earn a high school diploma (or equivalent) before completing their first enlistment.

(3) Earn a college degree, license, or professional certificate in a discipline related to their MOS as recommended by the career management field (CMF) proponent of DA PAM 600-25, The Noncommissioned Officer Professional Development Guide.

b. Warrant officers should—

(1) Obtain an associate degree in an academic discipline related to their specialty as defined in DA PAM 600-11 requirements for warrant officer professional development, by the time they reach their fifth year of active warrant officer service (AWOS) or the fifteenth year for RC warrant officers.

(2) Obtain a baccalaureate degree in any academic discipline prior to reaching the CW4 promotion selection point.

c. Commissioned officers should pursue graduate study in an academic discipline that supports their designated branch or functional area.

Section II Policies

2-7. Delivery of ACES programs and services

a. ACES programs and services are—

(1) Consistent with professional and personal needs, goals, available resources, and established funding priorities.

(2) Accessible during regular installation duty hours, as well as lunch hours and off-duty hours, as directed by the installation commander and consistent with staffing and resources.

b. All postsecondary level instructional programs offered through ACES, resulting in award of credit, and obtained through the procurement process and through Memorandums of Understanding (MOUs) will be provided by institutions accredited by national or regional accrediting bodies recognized by the U.S. Department of Education (ED). Secondary school accreditation may be required for all other (non-degree bearing) programs.

(1) Institutions offering on-post, undergraduate programs will be members of the Servicemembers Opportunity Colleges (SOC).

(2) Institutions offering Servicemembers Opportunity Colleges Army Degrees (SOCAD-2, associate level, and SOCAD-4, bachelor level) programs on post will comply with criteria outlined in appendix C and the policies contained in SOCAD handbooks.

c. Instructors in programs below the postsecondary level must possess at least a bachelor's degree and a current state teacher's certificate in the appropriate subject area. Local commands may establish requirements for instructors in other programs.

d. Each installation having a troop strength of 750 or more will have at least one AEC managed by an ESO.

e. The ESOs will manage ACES programs and services to include ALC support.

f. The ACES will be proponent for and operate Army Learning Centers (ALC) in accordance with AR 621-6.

(1) Commanders will determine the need for an installation ALC based on the education and training requirements identified. In addition, commanders will augment funding of the ALC training element with other than ACES funds.

(2) The ALC services will be available to military personnel, civilian Federal employees and adult family members.

(3) The ALC will support unit training and individual distributed training, leader development and self-development through independent study, language and computer labs, tutorial assistance, and training materials.

(4) Functions supporting the self-development of soldiers should be aligned under one management. Consideration also should be given to the co-location of military occupational specialties (MOS) library/learning center and the Army general library.

g. All soldiers will be counseled before participating in any of the educational programs and services covered by this regulation.

h. Active duty service members, members of the RC, adult family members, DA and DOD employees, and other Federal employees may participate in ACES programs and services unless otherwise prohibited.

2-8. Contracting and Acquisition of ACES programs and services

a. Except for CONUS postsecondary instructional contracts, all other contracts for instruction and services will be contracted per Federal Acquisition Regulation (FAR) and the Army FAR Supplement (AFARS).

b. The acquisition of CONUS postsecondary programs conducted during off-duty hours will be through MOU between installations and accredited institutions (see para 2-7b).

c. Instructional contracts (does not include ALC, testing) should not require levels of accreditation beyond minimum needed. As a general rule, there should be separate contracts awarded for postsecondary requirements and for requirements below the postsecondary level. The proper level of accreditation and contractual packaging of educational services should be coordinated with each ESO's servicing staff judge advocate or legal counsel, and director of contracting.

2-9. ACES funding limitations

a. ESOs will not enter into a MOU or contract with institutions that—

(1) Discriminate on the basis of race, color, age, religion, handicap, sex, or national origin (FAR 52.222-26).

(2) Bar Armed Forces recruiting personnel from their premises (Public Law 92-436).

(3) Are listed in the General Services Administration *List of Parties Excluded from Participation in Procurement and Non-procurement Programs*.

b. The ACES funds (Management Decision Package (MDP)-VACE) will not be used for the following—

(1) MOSIT.

(2) Troop school training.

(3) Mission-required language training.

(4) Courses, programs, and services not contained in this regulation.

c. The ESOs will pursue the use of mission and other funds in support of learning centers, mission-related language programs, and related soldier professional development programs and services, such as leader enhancement skill courses (para 5-3).

d. The ESOs will pursue the use of local, state, or national funds to provide courses that are normally made available to citizens of a particular state at low or no cost.

2-10. The ACES funding priorities

a. The following funding priorities will constitute the order of funding ACES programs and services offered on an installation:

(1) *Counseling services.* Counselors are stewards of ACES dollars and central to all programs.

(2) *Tuition assistance.* Tuition assistance (TA) will not be reduced below 75 percent or the authorized number of semester hours

nor exceed the caps established in the annual ACES guidance. Funding of TA will be consistent with Army established soldier educational goals and in accordance with the following priorities:

- (a) Officers without a bachelor's degree.
- (b) Enlisted without a high school diploma.
- (c) Warrant officers without an associate degree.
- (d) Enlisted without an associate degree.
- (e) Officers without a graduate degree.
- (f) Soldiers obtaining teacher certification.
- (g) Warrant officers without a bachelor's degree.
- (h) Enlisted without a bachelors degree.
- (3) Army Personnel Testing (APT).
- (4) Defense Activity for Non-traditional Education Support (DANTES) and other academic tests.
- (5) Skill Development Programs.
- (6) Army Learning Center operations.
- (7) Language programs, that is, Headstart, Gateway.
- (8) Automation enhancement.
- b. Postsecondary program opportunities will be made available to all qualified soldiers. Requests for exception to the funding priorities noted above will require TAPC-PDE approval.
- c. Commanders will determine the extent and level of funding for all non-tuition assistance programs.

Chapter 3 Counseling and Testing

Section I Counseling

3-1. General

Counselors are critical to the success of the ACES program. The House of Representatives' Report No. 93-662 directed the Army to discontinue the practice of hiring contract education counselors and stated that counseling positions should be civil service. Counselors are responsible for assisting soldiers to establish realistic long- and short-range goals. They should also help soldiers make plans to obtain those goals through counseling on the availability of ACES programs and services. An effective counseling program is essential to deriving maximum benefit from ACES limited resources. Counselors must be familiar with and receive training in the references in appendix A.

3-2. Functional requirements

- a. ESOs will establish a working relationship with commanders to ensure soldier participation in counseling, testing, and class attendance.
- b. Commanders will refer all soldiers to the AEC for counseling within 30 days of arrival at each new permanent duty station.
- c. Counselors will provide individual ACES guidance to each active duty soldier during the initial 30-day period and schedule follow-up counseling sessions as required.
- d. Each active duty soldier must be counseled before participating in programs and services outlined in this regulation (also see para 6-10).
- e. DA Form 669 (Army Continuing Education System (ACES) Record):

(1) DA Form 669 (including the electronically generated version, DA Form 669-E) and DA Form 669-1-R (Army Continuing Education System (ACES) Record Continuation Sheet) are counseling tools to record the soldier's counseling and educational progress.

(2) The ESO will ensure a DA Form 669 is initiated for each soldier at the first permanent duty station.

(3) DA Form 669 is an official part of each soldier's military personnel records jacket (MPRJ) and will be transferred to the gaining AEC in accordance with table 6-2 of AR 600-8-104, requirements for military personnel information management and records.

(4) On a soldier's separation from the Army, DA Form 669 will be forwarded to the transition point or activity. Personal documents contained in the form will be returned to the soldier.

(5) The transition point or activity will include DA Form 669 in the MPRJ for separation processing and historical filing per table 6-3, AR 600-8-104.

f. All soldiers transitioning from active duty will be counseled individually concerning their veteran's educational benefits at least 180 days prior to their transition from active duty (10 USC 1142 and 10 USC 1143). The counselor will record this counseling on DA Form 669 and will require the soldier's signature attesting to that counseling. The counselor will tailor each counseling session to the specific needs of the soldier and provide information on education benefits available as a result of service in the Armed Forces. The counselor has no authority to make benefit determinations; the Department of Veterans Affairs determines both eligibility for benefits and dollar amounts. Counselors should refer to AR 621-202 guidance on Army educational incentives and entitlements when providing information on educational assistance benefits to soldiers.

g. Counselors will assist soldiers interested in continuing their education after leaving active duty with school selection, application, and financial aid.

h. Counselors will assist soldiers participating in the Concurrent Admissions Program (CONAP) to pursue educational goals consistent with their CONAP College Admissions Agreement. Specific guidance is found in the CONAP Workbook.

i. Counselors will assist soldiers in completing requirements for admission to Officer Candidate School (OCS), U.S. Military Academy (USMA) Preparatory School, and USMA. Soldiers requesting information on the Army Medical Department (AMEDD) Enlisted Commissioning Program should contact the Nursing Education and Staff Development Office of the nearest medical treatment facility for information.

j. Counselors will provide support for Reserve Officer Training Corps (ROTC) recruitment.

(1) CONUS counselors will refer soldiers with ROTC interest who have not contacted ROTC officials to the U.S. Army Cadet Command point of contact for the installation. They will also assist ROTC candidates referred to the AEC by ROTC recruiters with their college admissions applications.

(2) OCONUS counselors will assemble a "Green to Gold" packet for each soldier eligible for and interested in Army ROTC enrollment. The packet includes the ROTC referral form, the commander's letter of recommendation, and a copy of the soldier's college admissions application.

k. Counselors will provide educational support to soldiers attending civilian institutional programs per AR 621-1 requirements for training of military personnel at civilian institutions.

3-3. ACES support of Army Career and Alumni Program

a. The Army Career and Alumni Program (ACAP) provides a systematic method of transitioning individuals leaving the Army in a caring, organized manner, thereby facilitating the recruitment and retention of quality personnel.

b. ACAP clients are routinely referred to ACES as an integral part of the ACAP needs assessment counseling. ACES will support ACAP by providing educational counseling required for career decisionmaking. Services include academic and vocational counseling, interest inventories, testing, documentation of military training and job experience, assistance with college applications, veterans' educational benefits, and financial aid counseling.

c. Maximum cooperation with ACAP is encouraged at the installation level.

Section II Testing

3-4. General

Testing is an integral part of the counseling process. It is a primary

counseling tool to assist soldiers in achieving professional and personal goals.

3-5. Testing services

a. Defense Activity for Non-Traditional Education Support. The ACES will manage educational testing services per procedures and policies found in *Defense Activity for Non-traditional Education Support (DANTES) Examination Handbook* and DODD 1322.8.

b. Army Personnel Testing (APT) Program.

(1) The ACES will manage the APT Program in accordance with DCSPER policy and guidance provided in AR 611-5 requirements for Army personnel selection and classification testing. Reserve Components will align the APT program accordingly.

(2) The MACOM ACES APT coordinator will serve as the focal point of contact for all APT test control officers within the MACOM. The APT coordinator will:

(a) Disseminate testing policy and guidance as directed by DCSPER.

(b) Review requests for exception to policy for retesting and approve when warranted.

(c) Ensure strict compliance with the testing policy set forth in AR 611-5.

(d) Coordinate test usage reports, testing needs, and APT resource requirements.

(e) Coordinate APT test control account consolidations with TAPC-PDE.

(f) Ensure each APT testing facility within the MACOM receives an annual inspection. The inspecting official must be a disinterested person, O-2, GA-11, CW2, or higher, not affiliated with the APT test site, who preferably has some knowledge of APT.

(3) Reserve Components need to incorporate the APT program within their scope of duties.

Chapter 4 Soldier Development Programs

4-1. General

Soldier development programs provide academic instruction in job-related skills. These programs support readiness and training and are available to soldiers at no cost. The soldier development programs include the following—

- a.* Functional Academic Skills Training (FAST).
- b.* High School Completion Program.
- c.* English-as-a-Second Language (ESL)
- d.* Mission-related Language (Headstart and Gateway).
- e.* Mission-required Language.
- f.* MOS Improvement Training (MOSIT).

4-2. Functional Academic Skills Training

a. Program information. The FAST program is a standardized job-related curriculum providing on-duty instruction in a set of skill qualifications, prerequisite academic competencies necessary for job proficiency, and preparation for advanced training. The program contains the following—

(1) Functional academic skills competencies required for specific MOS.

(2) Diagnostic pre- and post-tests to measure a soldier's mastery of each competency.

(3) An individual learning prescription, based on each soldier's MOS, identifying competencies needing remediation.

(4) A student management system to assist the soldier's continued work on individual learning prescriptions at new duty stations.

b. Referral. A referral can be made by the soldier, counselor, or the commander. Counselors will evaluate soldiers referred to the education center to determine if they require academic development to improve their job performance or to meet reenlistment eligibility or MOS reclassification.

c. Testing. ACES professional staff will assess soldiers referred

for evaluation who may need functional development. Assessment consists of diagnostic testing using the Basic Army Skills Education Examination (BASE) (Forms D and E) or Test of Adult Basic Education (TABE) Level D (Forms 5 and 6). The TABE, Level D (Forms 5 and 6) is available through CTB MacMillan/McGraw-Hill, 2500 Garden Road, Monterey, CA 93940; the BASE is available through U.S. Army Europe (USAREUR) ACES.

d. Program eligibility and enrollment. Commanders should enroll soldiers in FAST who—

(1) Do not achieve minimum competency on a prescribed diagnostic test.

(2) Do not meet DOD recommended equivalent standard reading grade level.

(3) Score below composite TABE scale scores of 770-771 for reading; 785-786 for mathematics, or 739-740 for language.

(4) Score below BASE raw scores of 52 (Form D) or 50 (Form E) for reading, 55 (Form D) or 53 (Form E) for mathematics, or 57 (Forms D and E) for writing.

e. Successful program completion. A successful completion of the FAST program is defined as a post-instruction score above the minimum specified in paragraph *d* above.

4-3. High School Completion Program

a. The high school completion program (HSCP) is an off-duty program that provides soldiers and adult family members the opportunity to earn a high school diploma or equivalency certificate.

b. Tuition assistance (TA) is authorized for soldiers up to 100 percent of the tuition costs of courses leading to a high school diploma or the equivalent subject to the following:

(1) ACES will pay TA only to institutions accredited by an institutional accrediting body recognized by ED or by a secondary commission of an institutional accrediting body recognized by ED.

(2) ACES will not pay fees covering such items as books, matriculation, graduation, and parking.

c. ACES will provide general education development (GED) testing at no cost to the soldier.

d. Non-high school graduates are eligible for the high school completion program.

e. Montgomery GI Bill (MGIB) Chapter 30 enrollees must complete a high school completion program or earn an equivalent certification during their first enlistment.

4-4. English-as-a-Second Language

a. Program information. The ESL program is an on-duty program that provides English language skills needed to perform military duties to soldiers whose language is other than English. This program is available at the permanent duty station and varies from the resident ESL training program conducted at the Defense Language Institute English Language Center (DLIELC) prior to Initial Entry Training (IET).

(1) The ESL program will be conducted in accordance with Air Force Regulation 50-24 requirements for management of the Defense English Language Program (DELP).

(2) MACOMs are the service program managers specified in the joint service regulation.

(3) Only DLIELC-approved course materials will be used in the ESL program.

(4) Commanders conducting nonresident English language programs (except those conducted in or through ACES) will submit a DD Form 2156-1 (Nonresident English Language Training (ELT) Report) through command channels. Commanders conducting local ESL programs through ACES will submit DD Form 2156-1 directly to DLIELC, ATTN: LEAN, Lackland AFB, TX 78236-5000.

b. Eligibility. Permanent duty station soldiers whose native language is other than English and who are identified by their commanders as having difficulty speaking or understanding English will be referred to the AEC or ALC for evaluation.

c. Testing. Soldiers referred to the AEC or ALC for evaluation will be tested on the English Comprehension Language Test (ECLT).

d. Program enrollment. Enlisted soldiers scoring below 70 will

be enrolled in ESL. Those scoring above these scores will be administered the TABE test and enrolled in the FAST program if their scores fall below the minimum reading and language scores described in paragraph 4-2.

e. Successful program completion. A successful program completion for ESL is defined as a post-instruction score of 70 or above.

4-5. Mission-related language training (Headstart and Gateway)

a. Language training. Headstart and Gateway language training are on-duty programs that provide host nation orientation and acculturation programs. It also provides foreign language skill enhancement programs for non-linguist soldiers whose primary duties require frequent contacts with their host nation counterparts using DLIELC instructional materials.

b. Eligibility. Soldiers assigned to an OCONUS location are eligible for this training.

c. Enrollment. Soldiers will enroll in Headstart or Gateway usually within 30 days of assignment to an OCONUS location. ESOs will coordinate with commanders to determine any special language training requirements for nonlinguist soldiers and to schedule courses.

4-6. Mission-required language training

a. Mission-required foreign language training is an on-duty program that provides Army personnel with foreign language skills or refresher training necessary to perform their duties in language-required positions. Using DLIFLC-approved materials, nonresident language training may be conducted at AECs, ALCs, in units, or in established language training facilities in accordance with AR 350-20 and AR 611-6.

b. ESOs must coordinate with commanders to determine the language training requirements of personnel in mission-required foreign language positions and schedule courses. Commanders will identify soldiers to be trained.

c. ACES funds will not be used for instruction in support of mission-required language training.

4-7. MOS improvement training

a. MOSIT is on-duty instruction that supports unit readiness by providing individual training oriented toward specific mission, organization, or equipment requirements (AR 351-1). It augments normal on-the-job training programs and assists unit commanders in fulfilling training requirements.

b. ESOs will assist commanders in delivering MOSIT instruction for validated training requirements. Commanders will identify soldiers to be enrolled.

c. ACES funds will not be used for instruction in support of MOSIT.

Chapter 5 Leader Development Programs

5-1. General

Leader development programs provide educational opportunities for soldiers to enhance leadership abilities. Read-to-Lead, Leader Skill Enhancement courses, and NCO Leader Education and Development (NCO LEAD) programs address SKAs as identified in the June 1989 NCO Leader Development Action Plan (NCOLDAP). Leader development programs provide opportunities for soldiers to undertake self-development activities that lead to certification, licensure, or degrees. All programs address SKAs identified in FM 22-100 that support professional development. Leader development programs support readiness and training beyond the fundamental level.

5-2. Read-to-Lead

a. Program information. Read-to-Lead (RTL) is a workplace literacy instructional program for enlisted soldiers who do not meet

reading standards established for leaders by the NCOLDAP. These standards, as measured by the reading portion of the TABE level A, are as follows—

(1) 10.0 prior to completion of the Advanced NCO Course.

(2) 12.0 prior to completion of the Sergeants Major Course.

b. Curriculum. Read-to-Lead curriculum materials are designed for use through traditional classrooms, small groups, or independent study.

c. Testing and remediation. Soldiers identified by their units to attend NCOES courses will be tested on the reading portion of TABE level A prior to attendance. They should be provided an opportunity to enroll in Read-to-Lead in any of the three formats.

d. Retesting. Soldiers who score below the recommended TABE A score will not be allowed to retest on the TABE A until one or more of the following conditions have been met—

(1) Six months have elapsed between initial testing and retesting.

(2) The soldier has enrolled in a program of study in any of the following formats:

(a) Classroom instruction (FAST/RTL).

(b) Tutorial.

(c) Army Learning Center (ALC documents use of self-development material).

(3) ESOs or counselors review program of study and recommend retesting.

5-3. Leader skill enhancement courses

a. Leader skill enhancement courses, formerly called the Advanced Skill Education Program (ASEP), are designed to assist noncommissioned officers at MOS skill levels 2, 3, and 4 meet their leadership responsibilities as trainers, supervisors, and communicators. Courses may be conducted to assist in unit readiness, cross training, Self-Development Test (SDT) qualification, or in preparation for NCOES. Leader skills enhancement courses do not replace any facet of NCOES but expand opportunities in the NCO leader development process.

b. Based on the installation needs assessment which includes MOS density and commander input, leader skill enhancement courses should complement the recommended NCOES related or CMF related self-development courses listed on the NCO career development models. These courses are based on the nine leadership competencies. These courses may include communicative skills, computer literacy, stress management, and counseling.

c. ACES funding may be used for these courses.

d. The ESO will coordinate with commanders and trainers to determine courses and attendees.

e. The length of a course may vary according to desired outcomes. Any college credit available for successful completion of a leader skill enhancement course will be incidental to the education and learning outcomes and will be decided by the school and the student following completion of the course.

f. On-duty leader skill enhancement courses will be acquired in accordance with FAR and AFARS. Accreditation by secondary/post-secondary agencies will not be required.

5-4. NCO Leader Education and Development

The NCO Leader Education and Development (NCO LEAD) postsecondary program leads to a credential. It follows the recommendations of specific career management field (CMF) NCO career development models.

a. The NCO career models contain self-development activities recommended by the CMF proponents that address SKAs successful NCOs have found beneficial to their career progression. Activities may include the Army Correspondence Course Program (ACCP), postsecondary courses, computer-based instruction, professional readings, ALC activities, and the SDT.

b. The NCO LEAD credential programs will be integrated with SOCAD-2 and -4 and reflected in the SOCAD handbooks.

5-5. Postsecondary programs

a. Postsecondary programs are academic, vocational, technical, and occupational courses of study leading to a credential. These

include the NCO LEAD program and the SOCAD-2 and -4 (associate and bachelor) programs. Courses that are part of these programs will be conducted and arranged sequentially to allow timely completion of the entire program.

b. Institutions providing courses and programs on-post will meet the criteria specified in DODD 1322.8 and in appendix D.

c. Procedures for obtaining on-post postsecondary programs

(1) *CONUS*.

(a) The ESO may conduct a search for postsecondary programs on a regional or national basis. At the discretion of the ESO, the search may first concentrate on institutions with a home campus within a 100-mile radius of the installation before considering institutions beyond that range. During the search, special efforts should be taken to notify minority colleges and universities of the educational program to be established.

(b) The geographic location of an institution will not be a factor in the search although the impact of geographic proximity on an institution's ability to provide cost savings to the Army may affect selection.

(c) Prior to selecting institutions, the ESO will query institutions about their ability and interest in providing an educational program and verify compliance with the institutional requirements specified in paragraph b above.

(d) A MOU between an institution and the installation will be executed for each institution selected to provide programs.

(e) The ESO will review each MOU at least annually and update as needed.

(2) *OCONUS*.

(a) The acquisition of postsecondary education programs and services overseas is governed by DODD 1322.19.

(b) Arrangements for *OCONUS* programs involve payment (funds, goods, or services) to the institutions in addition to TA and are subject to the FAR and the AFARS. The commander will coordinate with the command contracting agency to contract for such programs.

5-6. Servicemembers Opportunity Colleges Army Degrees

The Servicemembers Opportunity Colleges Army Degrees is a system of voluntary, off-duty associate and bachelor degrees and certificate programs in various technical or general areas of study offered through an Army-wide network of SOC institutions. Special features of SOCAD and institutional requirements for membership are found in appendix C and the SOCAD handbooks.

Chapter 6 Tuition Assistance

6-1. General

Tuition assistance will be used to provide financial assistance for voluntary off-duty education programs in support of a soldier's professional and personal self-development goals. Tuition assistance is related directly to retaining quality soldiers, enhancing their career progression, increasing the combat readiness of the Army, and returning soldiers to civilian careers.

6-2. Authority

Tuition assistance is authorized for voluntary off-duty education under section 2007, title 10, United States Code provisions (10 USC 2007) and DODD 1322.8.

6-3. Soldier eligibility for tuition assistance

a. Personnel eligible for TA—

(1) Soldiers on active duty, including enlisted soldiers of the Army National Guard and Army Reserve on active duty pursuant to title 10 or title 32.

(2) Active duty members of other Services who are supported by an AEC under provisions of an Interservice Support Agreement.

(3) Members of the Selected Reserves based on availability of RC funds.

b. Personnel not eligible for TA—

(1) Active Guard and Reserve (AGR) commissioned officers and RC warrant officers (10 USC 2007).

(2) Soldiers of the Army National Guard and Army Reserve who are on active duty for training (ADT) or special duty (SD).

(3) Commissioned officers and warrant officers attending school under provisions of AR 621-1 unless they are enrolled in the Training With Industry (TWI) program.

(4) Soldiers flagged under provisions of AR 600-8-2, paragraph 1-12. This includes soldiers interned in domestic or foreign prisons.

(5) Military personnel on terminal leave except when potential recoupment is within the control of the AEC; for example, course completion date is prior to final outprocessing date.

6-4. Service commitment

a. Commissioned officers must agree to remain on active duty for at least 2 years after completion of the course for which TA is provided unless involuntarily separated by the Army before that time (10 USC 2007). Officers who fail to meet this requirement because they voluntarily separate or are discharged for misconduct before they complete their service TA commitment are required to reimburse the Army the amount of TA that represents the unserved portion of the 2-year obligation as agreed upon by signing the DA Form 2171 (Application for Tuition Assistance—Army Continuing Education System). For each course using TA, the ESO will calculate the amount of TA to be reimbursed by these officers. For example, an officer receives \$300 TA for a course but is to depart the Service 10 months before completion of the 2-year obligation. To calculate reimbursement owed by the officer, divide \$300 by 24 months and multiply times 10 months to equal \$125.00, the amount to be reimbursed.

b. Enlisted soldiers and warrant officers must have sufficient time remaining at their current duty station and in their term of service to complete the course before PCS/ETS unless involuntarily separated with an honorable discharge.

c. Reserve Component commissioned officers must have at least 4 years of Selected Reserve service remaining from the date of completion of the course for which TA is provided (10 USC 2007). Reserve Component officers who fail to meet this requirement because they voluntarily separate or are discharged for misconduct before they complete their service obligation are required to reimburse the Army the amount of TA that represents the unserved portion of the 4-year obligation as agreed upon in signing the DA Form 2171.

6-5. Soldier educational goal

a. To obtain TA, all eligible soldiers must declare an educational goal in terms of a credential (a degree or certificate), certification (national or regional), or licensure and have an educational plan outlining the requirements of their educational goal. Soldiers have the option of pursuing disciplines related to their professional development or their personal goals.

b. Educational goals and objectives must be recorded on DA Form 669 and DA Form 2171 or equivalent electronic forms.

c. Goal changes are authorized only after consultation with an education counselor.

6-6. TA rates and restrictions

a. Army TA will be authorized on a course-by-course basis only for courses that are part of a soldier's educational goal.

b. Tuition assistance may be used to defray tuition costs, instructional fees, and laboratory or shop fees up to the following limits established by law (10 USC 2007):

(1) 100 percent for soldiers working toward a high school diploma or its equivalent.

(2) 75 percent for courses leading to a postsecondary credential, certification, or licensure, not to exceed the established dollar limit

per semester hour or equivalent. Calculation of semester hour equivalents is the responsibility of the institution and is defined in appendix A of the American Council on Education (ACE) guide.

c. The Department of the Army may restrict the maximum TA authorized per semester hour or per fiscal year and establish priorities and authorizations to meet budget constraints in the annual policy guidance. Requests for exception from standard Army TA policy must be addressed to TAPC-PDE.

d. Tuition assistance restrictions will apply to credit and non-credit bearing (voc-tech) classroom and alternative delivery courses whether taken separately or combined.

6-7. Use of TA

Tuition assistance is authorized for—

a. Off-duty classroom and alternative delivery courses (includes credit-by-examination) that support a soldier's educational goal.

b. One credential each at the diploma, certificate, associate, baccalaureate, or graduate level with no more than one license or certification in an area of specialization. Enlisted soldiers with a postsecondary credential may receive TA for courses required for licensure or certification in their MOS.

c. Off-duty courses leading to a state education credential (teaching, administration or supervision, and support services) as part of New Careers in Education (NCE) regardless of the degree level the soldier has attained.

d. Host-nation college credit language study OCONUS, regardless of educational goal or previous degrees completed.

e. Undergraduate prerequisite courses for enrolling in a baccalaureate's or master's degree or for completing requirements for career advancement programs, such as Officer Candidate School, USMA, and the Army Medical Department Enlisted Commissioning Program. School officials for the master's degree and the commander for career advancement programs must provide written documentation that additional undergraduate work is necessary (not required for job performance) for the soldier's program of study.

f. College preparatory courses when the soldier is working toward an undergraduate degree.

g. DANTES independent study courses listed in *DANTES Independent Study Catalog*, *DANTES External Degree Catalog*, or *National Home Study Council Schools Catalog*. (See paragraph 6-11b for application process guidance for DANTES independent study.)

h. Independent study courses with an on-post institution if the course is unavailable through *DANTES Independent Study Catalog* and not being offered on-post. As with DANTES independent study courses, TA will be paid after successful completion of courses. However, prior approval must be obtained by the counselor or ESO using the college enrollment form and be recorded in the DA Form 669. Upon verification of tuition payment and evidence of successful course completion, the ESO will complete and verify DD Form 139 (Pay Adjustment Authorization), using local TA funds to reimburse the soldier.

i. Tuition assistance can be approved via DA Form 2171 for facilitated independent study courses with on-post institutions when courses are part of a soldier's degree plan. These courses include access to an instructor or facilitator and attendance at required class meetings.

6-8. Tuition assistance prohibitions

Tuition assistance funds will not be authorized for—

a. Courses that lead to a lower or lateral postsecondary credential (except as noted for certification or licensure in para 6-7b and for NCE in para 6-7c) as described in the current *Directory of Postsecondary Institutions*, volumes I and II, pages VIII and IX, published by the Department of Education, National Center for Education Statistics. First professional degrees or certificates and graduate degrees or certificates will be considered equivalent.

b. Courses at any level for which the soldier does not satisfy the prerequisite course requirements or does not receive an official school waiver of the prerequisite course.

c. Courses or programs beyond the master's degree.

d. Credit by examination (CBE) to remove a grade of Incomplete.

e. Courses which award continuing education units (CEUs) in lieu of credit unless required for soldiers pursuing or renewing teaching certification.

f. All courses or labs involving flight training and air time unless they are required as part of a degree program.

g. Institutions in the General Services Administration (GSA) "List of Parties Excluded from Participation in Procurement and Nonprocurement Programs" because of discrimination or drug-related problems.

h. Classroom and alternative delivery courses not approved on DA Form 2171 before the end of the institution's late registration period. A DANTES independent study course must be approved on DANTES 1562-32 (DANTES Independent Study Course (DISC) Form) and annotated on DA Form 669 before enrollment in the course.

i. Audited or repeated courses.

j. Additional courses when the soldier has an existing "incomplete" grade except when approved by the ESO for extenuating circumstances.

k. Courses not completed, except when—

(1) Failure to complete was beyond the soldier's control (see para 6-12 on TA Recoupment), or

(2) The soldier has reimbursed the Army.

l. Courses for which the soldier is being reimbursed (in whole or in part) under another provision of law if payments duplicate TA benefits, such as veterans' benefits. In-service Department of Veterans Affairs or Veterans Education Assistance Program benefits and TA will not be used simultaneously for the same course. Exceptions:

(1) *Tuition assistance and Pell Grants*. In cases in which the soldier is eligible for both TA and a Pell Grant, the ESO will include in the MOU that the institution is responsible to ensure that the combination of TA and Pell Grant does not exceed the soldier's need. TA can only be authorized for the balance of tuition not covered by the grant. In the event of TA overpayment to the institution, the ESO will coordinate with the local finance and accounting office (F&AO) to recover these funds.

(2) *The Department of Education, state, or private benefits programs*. Department of Education (ED), state, or private benefits programs may be used concurrently with TA where TA is used to pay for any remaining unpaid tuition after other benefits programs are used.

m. Miscellaneous fees levied by institutions to maintain student registration in degree programs.

n. Fees covering such items as books, equipment, parking privileges, student activity cards, medical services, matriculation, assessment of experiential learning, and graduation fees.

6-9. Credit by examination

a. Payment of TA for credit by examination (CBE), also called institutional challenge examinations, may be made if the examination directly relates to the soldier's educational goal, does not duplicate an exam offered free by DANTES, and is accessible to the soldier.

b. The soldier must meet the institution's eligibility requirements for CBE and be matriculated with the institution.

c. The institution must accept credit established by CBE as applicable toward its own degree in the curriculum being followed by the student.

d. Tuition assistance recoupment is not required when a soldier fails initial CBE testing. Tuition assistance is not authorized for a CBE retest or a comparable course to a CBE test previously failed.

6-10. Counselor responsibilities

Counselors will—

a. Counsel all soldiers before TA is approved to ensure courses are consistent with the soldier's educational goal.

b. Examine a soldier's previous academic history to determine the likely completion of the course or test for which TA is sought.

When necessary, the counselor may limit the number of TA courses, deny TA, or suspend TA until the soldier demonstrates the ability to maintain satisfactory academic progress.

c. Explain funding alternatives, such as the use of in-service GI Bill benefits, with the soldier before committing TA funds.

d. Make a cost-effective determination before providing TA considering the availability of TA funds and the relative cost of a similar course on-post.

e. Explain the TA reimbursement requirement.

f. Advise soldiers of their responsibility to coordinate all changes to TA-funded courses made between the institution and counselor.

g. Have the soldier sign a Statement of Understanding for TA to verify eligibility.

h. Annotate TA approval or disapproval on DA Form 669.

6-11. Administrative procedures

a. The application process for classroom and alternative delivery courses (other than DANTES) is listed below.

(1) Soldiers apply for TA using DA Form 2171. They will obtain the unit commander's or authorized representative's signature and return the form to the AEC soon enough to permit approval and processing before the end of the institution's late registration period or the beginning of the course, whichever is most advantageous to the soldier.

(2) Senior NCOs (sergeants first class and above) and officers applying for TA may sign their DA Form 2171 rather than obtain the commander's signature. However, only the unit commander can certify that withdrawal was for circumstances beyond the soldier's control.

(3) Electronic or computer-generated versions of DA Form 2171 are authorized provided they contain the same information as the printed form.

b. Application process for DANTES independent study courses—

(1) Soldiers will apply for TA on DANTES Independent Study Course (DISC) Form 1562-32.

(2) The counselor or ESO will ensure the soldier has sufficient time to complete the course prior to ETS, note ETS date on DISC Form, and apply any TA restrictions outlined in the DA annual policy guidance.

(3) The counselor or ESO will review and sign the DISC form verifying that the soldier was counseled as to eligibility, reimbursement procedures, and the soldier's responsibility to keep a current mailing address on file with the institution. The counselor will annotate TA approval for the independent study course on DA Form 669. The ESO is responsible for the completeness, accuracy, and distribution of the DISC form.

(4) The DANTES will forward the TA reimbursement check directly to the soldier upon receipt of the soldier's final grade report from the enrolling institution. Payment should be within 5 weeks.

6-12. TA recoupment

a. Soldiers agree to reimburse the Army upon signing the DA Form 2171 when any of the following actions occurs—

(1) The soldier withdraws because of official separation, confinement, or similar administrative action by the commander for disciplinary or fraudulent causes.

(2) The soldier withdraws from or fails to complete a course for personal reasons.

(3) The soldier receives an academic failure due to nonattendance.

(4) The soldier fails to make up an "incomplete" grade within the time limits stipulated by the institution or 120 days after the completion of the class, whichever comes first.

(5) A commissioned officer or RC commissioned officer fails to complete the service commitment noted in paragraph 6-4a and 6-4c respectively (10 USC 2007).

b. A soldier is eligible to receive TA after reimbursing the Government.

c. Soldiers who withdraw for reasons clearly beyond their control, that is, emergency leave or reassignment, as certified by the commander do not have to reimburse the Army for TA.

d. The ESO will ensure that processing TA recoupment is accomplished expeditiously by—

(1) Completing DD Form 1131 (Cash Collection Voucher) to effect cash recoupment or

(2) Completing and submitting DD Form 139 (Pay Adjustments Authorizations) to the finance and accounting office (F&AO).

Chapter 7 Experiential Documentation

Section I

Army/American Council on Education Registry Transcript System

7-1. General

The Army/American Council on Education Registry Transcript System (AARTS) is an automated system that is the Army's only central repository for transcribing soldiers' military training, MOS experiences, and educational testing achievements. All information in the AARTS data base is primary source data that are applied, via magnetic tape, directly from official sources, including the PERSCOM, Army Training Requirements and Resources System (ATRRS), Educational Testing Service (ETS), American College Testing (ACT) Program, and ACE.

7-2. Eligibility

The AARTS Operations Center issues transcripts for soldiers and veterans meeting the following criteria—

a. Regular Army enlisted soldiers with basic active service date (BASD) falling on or after 1 October 1981.

b. Enlisted ARNG by fiscal year (FY) 94.

c. Army warrant officers—to be announced.

d. USAR—to be announced.

7-3. Responsibilities

a. DCSPER—

(1) Ensures the AARTS update and maintenance, transcript generation, production and distribution, and marketing support through the manager, AARTS Operations Center.

(2) Provides complete military course list and course completion extracts from ATRRS, via computer tape, for monthly updates of the AARTS data base and provides hard copy of complete military course list indexed by school code.

(3) Maintains AARTS liaison with ACE to ensure MOS descriptions with college credit recommendations are provided, via computer tapes, for quarterly update of the AARTS data base.

(4) Maintains AARTS liaison with DANTES, ETS, and ACT to ensure test scores are provided, via computer tapes, for monthly updates of the AARTS data base.

b. PERSCOM provides biographical and MOS extracts on active duty soldiers from the enlisted master file, via computer tapes, for monthly update of the AARTS data base.

c. Director of Information Management (DOIM), Fort Leavenworth, Kansas, provides support for the—

(1) Purchase and maintenance of automatic data processing (ADP) equipment for the AARTS Operations Center.

(2) Analysis and programming essential to AARTS updates and maintenance.

(3) Distribution and shipment of AARTS transcripts and related materials.

d. PSC—

(1) Provides certified copies of DA Forms 2A (Personnel Qualification Records, Part I) and 2-1 (Personnel Qualification Records, Part 2) for eligible soldiers when requested by the AARTS Operations Center to research transcript discrepancies.

(2) Certifies DD Form 295 (Application for the Evaluation of

Learning Experiences during Military Service) following instructions on the form for soldiers with BASD falling before 1 October 1981.

e. ESO —

(1) Ensures that a current AARTS transcript is requested and included in the DA Form 669 for counseling eligible soldiers.

(2) Completes DD Form 295, following instructions on the form, for soldiers with BASD falling before 1 October 1981.

7-4. Procedures

a. Manager, AARTS Operations Center, Fort Leavenworth, Kansas, will—

(1) Issue transcripts in response to direct requests from ESOs and eligible soldiers.

(2) Research transcript discrepancies, update AARTS data base, and issue revised transcript accordingly.

b. ESOs submit batch or individual requests to the AARTS Operations Center by—

(1) Listing eligible soldiers' names, social security numbers, and BASD with a statement confirming that the transcripts will be used for reference and filed in each soldier's DA Form 669.

(2) Completing DA Form 5454-R (Request for Army/American Council on Education Registry Transcript) for eligible soldiers.

c. ESOs may also submit a request to the AARTS Operations Center for automatic, monthly issuances of transcripts for eligible soldiers pending transition within 180 days.

d. Eligible soldiers submit completed DA Forms 5454-R or letters of request to the AARTS Operations Center.

e. ESO or eligible soldier submits a report of transcript discrepancies to AARTS Operations Center for research and documents report with certified copies of DA Forms 2A and 2-1; DD Form 214 (Certificate of Release or Discharge from Active Duty), DA Form 1059 (Service School Academic Evaluation Report), or course completion certificates as appropriate to the error in question.

Section II

Cyber-Based Instructional System and the Program on Noncollegiate Sponsored Instruction

7-5. General

Cyber-Based Instructional System and the Program on Noncollegiate Sponsored Instruction (CYBIS and PONSI) courses are listed in the Joint Committee on Computer-Based Instruction (JCCBI) Courseware Catalog (formerly Programmed Logic for Automatic Teaching Operations or PLATO).

7-6. Functional requirements

a. These courses are available to eligible soldiers where CYBIS terminals are located.

b. Counselors will assist in enrollment procedures.

7-7. Procedures

a. DCSPER will—

(1) Coordinate with ACE to ensure consistent credit recommendation policies.

(2) Incorporate appropriate PONSI courses with ACE recommendations into the SOCAD programs.

(3) Arrange with ACE to validate and incorporate program-sponsored data into the ACE Registry of Credit Recommendations and provide ACE-evaluated PONSI course data to AARTS.

b. TRADOC will ensure publication and distribution of the JCCBI Courseware Catalog.

c. The ESO will—

(1) Assure proper identification of all soldiers taking PONSI courses and monitor course progress including appropriate log on and log off.

(2) Forward a printed copy of the test results for each course to the appropriate sponsoring agency and provide soldier a signed on-line PONSI Certificate of Completion.

Section III

Army Apprenticeship Program

7-8. General

The Army Apprenticeship Program (AAP) provides enlisted soldiers with an opportunity to document specific work experiences gained while on active duty. Each AAP is registered with the Department of Labor (DOL). Upon completion of the required number of hours of work processes and related instruction, a DOL Certificate of Completion of Apprenticeship will be awarded.

7-9. Eligibility

Enrollment is open to active duty enlisted soldiers who possess an apprenticeable primary or secondary MOS and who perform satisfactorily on the job as determined by their commanders.

7-10. Functional requirements

a. Soldiers previously enrolled but whose MOS has been reclassified may continue their original program as long as they are performing the work processes of the original AAP. They may also continue to obtain credit for related instruction.

b. Soldiers enrolled are not authorized special duty assignments solely for the purpose of completing AAP requirements.

c. Credit may be awarded for up to one-half of the required AAP work process hours for documented previous experience.

7-11. Goals

The goals of AAP are to provide soldiers an opportunity to earn a civilian certification validating work experience and to ease transition of soldiers with work experience into the civilian workforce.

7-12. AAP requirements

Specific AAP requirements, copies of all AAP forms and instructions, and submission requirements are contained in DA PAM 621-200.

Chapter 8

Automation

8-1. Purpose

The efficient and effective use of automation and technology to support the ACES mission is essential to overall ACES success. The long-range goal of ACES automation is to integrate the various data elements for which ACES is the proponent into one comprehensive, interactive, open system. This system will include the Education Management Information System (EDMIS), AARTS, and Verification of Military Education and Training (VMET).

8-2. Policies

a. Although specific programmatic needs will vary from installation to installation, a degree of standardization is necessary within ACES to ensure the ability of ACES to manage and deliver quality programs and services worldwide. Installations using other applications to support ACES will switch to EDMIS as quickly as possible.

b. Equipment and training will be provided for ACES employees as EDMIS is fielded.

c. The use of ACES resources to support any development of administrative or instructional software or system is not authorized without prior approval from DA. ACES funds will not be used to support any management information system other than EDMIS.

d. Technology-based instructional systems that are cost-effective and in direct support of ACES programs shall be used. Based on recommendations by the Automation and Technology Working Group (AATWG), DA will provide options for adoption as the ACES standard systems worldwide.

8-3. Responsibilities

a. The DA will—

(1) Appoint the subject area functional proponent (SAFP) for EDMIS.

(2) Develop and implement a charter for the ACES AATWG.

(3) Appoint the EDMIS SAFP to serve as co-chair on the AATWG.

(4) Provide guidance and policy on automation and educational technology used by ACES at all levels.

b. MACOM directors of education will—

(1) Support the AATWG effort by nominating ACES personnel to serve on the AATWG.

(2) Review ACES automation and technology at installations to ensure compliance with policy and guidance and maximum utilization of approved automation and technology resulting in most efficient and cost-effective benefits to ACES.

8-4. Use of ACES personnel

a. Personnel assigned to ACES and paid by ACES funds will be required to perform duties related to automation. These duties range from using EDMIS by ACES guidance counselors and documenting counseling sessions to performing the duties of a local EDMIS functional administrator.

b. ACES managers will ensure that automation duties are reflected accurately in position descriptions. Certain positions that focus on technical rather than functional administration of ACES may be classified out of the CP-31 career program.

Chapter 9 Management

Section I General

9-1. DA policy guidance

The DA will issue guidance consistent with current fiscal restraints.

9-2. ACES staffing

a. The ESOs or ESSs, counselors, and directors of education who provide and manage ACES programs and services are DACs in the 1740 series. Support staff may include DACs from outside the 1740 series and military personnel.

b. MACOMS may establish a directorate.

c. AR 750-2 and DA PAM 570-551 are references for installation ACES staffing.

d. Security requirements for ACES personnel are outlined in AR 380-67 and AR 604-10.

9-3. Research and development

Education research and development are the responsibilities of DA, which will determine if ACES funds may be used by the MACOM or installation level for research.

9-4. Educational needs assessment

The installation educational needs assessment is a continuous, systematic analysis of an installation's educational requirements. While specific assessments should be driven by significant changes, such as those in the character or demographic profile of installation personnel, units, or mission, installations will conduct needs assessments at least triennially. This needs assessment process consists of six steps: clarifying goals, determining the experiential base, gathering information, evaluating information, prioritizing resources, and analyzing the results. The results of the assessment are used in planning, budgeting, compiling an ESB, and establishing MOUs. Appendix E contains a model for the needs assessment.

9-5. Marketing and communication

a. A well planned marketing and communication program is integral to an effective education program and services. Its purpose is to increase involvement, understanding, and support at all levels.

b. Each installation or MACOM will maintain a marketing plan. A sample marketing plan is in appendix F.

c. Public affairs officers (PAOs) are the ESOs primary resource for promotion and marketing at the local level.

9-6. Education services brochure

At least triennially, installations and communities will publish an education services brochure (ESB) as a guide to their education programs and services. A copy will be forwarded through MACOMS to DA. A sample ESB is in appendix G.

9-7. Staff assistance visits

DA, MACOMS, and installations will conduct periodic reviews of programs and services in the form of staff assistance visits to determine if ESOs are meeting established and anticipated needs. Such visits would be conducted with notification to appropriate headquarters.

9-8. Professional development of ACES staff

Professional development of ACES personnel is a priority. Supervisors should develop training plans for all ACES personnel to assist in keeping them informed of recent research trends, developments, and practices in their career program. ACES personnel are encouraged to join related associations and participate in their conferences. The professional development of ACES staff in the 1740 series should be based on the Army Civilian Training and Education Development System (ACTEDS) master training plan for CP-31 and AR 690-950.

9-9. Position descriptions of ACES personnel

The ACES supervisors have the responsibility of assuring that counselors and ESSs/ESOs are properly graded based on their position descriptions. The realignment of these positions is paramount to standardization and to advancement of ACES personnel. Grade determinations for ESOs positions should follow the Grade Evaluation Guide for Positions of Managers of Operating Education Program.

9-10. Copyright restrictions

a. Written or computer programs prepared by soldiers or DACs as part of their official duties may not be copyrighted (17 USC 403). Such work becomes part of the public domain.

b. Copyrighted items will not be used in ACES promotion or advertising or in an ESB without prior written consent of the copyright bearer.

c. Personal letters or communications are under copyright by the author (per AR 360-5).

9-11. Release of information

a. Release of information contained in Army records, including information requested under the Freedom of Information Act (FOIA), is governed by AR 25-55 and AR 340-21.

b. ACES personnel should be alert for misinformation about Army education that appears in print, electric media, and speeches. When misinformation is detected, personnel should inform their local PAO and HQDA through their MACOM.

c. All media queries regarding ACES will be directed to the local PAO. Upon PAO request, ACES personnel may discuss information with the media that is not classified or otherwise nonreleasable.

d. Release of Army studies or analyses outside DOD, before final approval and official review, is unauthorized. Release of any interim, draft, or final document may require sponsor approval through the contracting officer or contracting authority as specified in AR 5-14.

Section II

DA Form 1821-R (Army Continuing Education System (ACES) Semi-Annual Participation/Cost/Evaluation Report

9-12. Use of DA Form 1821-R

DA Form 1821-R (Army Continuing Education System (ACES)

Semi-Annual Participation/Cost/Evaluation Report) is to be submitted semi-annually through MACOMs to DA. The MACOM consolidated report must arrive at DA not later than 15 calendar days after the reporting periods, 1 October – 31 March and 1 April – 30 September. The cutoff date for collection of data for any reporting period is the last day of the reporting period. Copies of MACOM and DA roll-up will be returned to MACOMs.

9–13. Instructions for completing DA Form 1821–R

Instructions for completing DA Form 1821–R are located in appendix H.

Chapter 10

Defense Language Institute English Language Center (DLIELC) Resident ESL

10–1. General

The ESL program described in this chapter is conducted at the Defense Language Institute English Language Center (DLIELC) before initial entry training (IET) for enlisted soldiers, before the Branch Officer Basic Course (BOBC) for commissioned officers, and before appointment for warrant officers.

10–2. Functional requirements

a. Testing. All non-prior service soldiers whose records indicate that English is not their primary language will be administered the ECLT.

b. Enrollment. Soldiers not meeting the following minimum ECLT scores will be enrolled in resident ESL:

- (1) Enlisted: 70
- (2) Commissioned/warrant officers: 90

c. Training time. Enlisted may receive up to 24 weeks (officers up to 16 weeks) of ESL training. Training will be terminated when the bi-weekly progress report shows consistent scores at the minimum level. Training will also be terminated when progress reports clearly indicate little probability of successful completion.

d. Training objectives.

(1) *Enlisted.* Score a minimum of 70 on the ECLT and achieve a DLI skill level rating of 1 plus in comprehension and 1 in speaking.

(2) *Officers.* Score a minimum of 90 on the ECLT and achieve a DLI skill level rating of 2 plus in comprehension and 2 in speaking.

e. Release from active duty. Soldiers not meeting minimum ECLT scores following ESL training will be discharged in accordance with AR 635–100 and AR 635–200. However, commander, USA Element, DLIELC, has the authority to retain soldiers who demonstrate exceptional soldiering qualities and who score within five points of the minimum score.

10–3. Procedures

a. The United States Air Force (USAF) will resource the Army Resident ESL Program.

b. DLIELC will—

- (1) Conduct ESL.
- (2) Maintain command and control of Army enrollees through Army cadre.
- (3) Maintain the data base and provide required reports to TRADOC.
- (4) Discharge enlisted soldiers who do not score the minimum on the ECLT after required training.
- (5) Recommend to commander, Fort Sam Houston, separation for commissioned or warrant officers who do not score the minimum on the ECLT after required training.
- (6) Test ROTC cadets in Puerto Rico and report results to TRADOC.

c. The United States Military Entrance Processing Command (MEPCOM) will direct Military Entrance Processing Stations (MEPS) to administer the ECLT and to provide results to USAREC.

d. PERSCOM will project annual resident ESL training requirements for USAF.

e. FORSCOM will task the commander, Fort Sam Houston, to provide administration and logistical support.

f. TRADOC will—

(1) Manage the day-to-day operation of ESL.

(2) Identify commissioned or warrant officers before commissioning or appointment and administer the ECLT.

(3) Provide Army cadre support to DLIELC.

(4) Process soldiers for attendance and travel to DLIELC.

g. USAREC will—

(1) Identify enlisted soldiers and refer them to MEPS for ECLT administration.

(2) Include in enlistment contract that enlisted soldiers must score at least 70 on the ECLT.

(3) Provide DLIELC with ECLT results.

10–4. DLIELC administration

a. DLIELC will maintain all personnel data pertinent to training, for example, name, scores, hours of classroom instruction, exit data from DLIELC, and number of soldiers separated.

b. DLIELC will coordinate with commander, Fort Sam Houston, for administrative, legal, and logistical support.

10–5. Soldiers at training base

Enlisted soldiers not identified during the enlistment process but subsequently identified by their commander at the training base will be referred to the training personnel officer. The training personnel officer will schedule identified soldiers for the ECLT at the AEC. Soldiers not meeting minimum ECLT scores will be scheduled for training at DLIELC.

10–6. National Guard ESL training in Puerto Rico

a. Policies and procedures will be outlined by the Chief, NGB.

b. National Guard officers receiving a commission through NGB Officer Candidate School must score 90 on the ECLT before commissioning.

Appendix A References

Section I Required Publications

AFARS

Army Federal Acquisition Regulation Supplement. (Cited in para 2–8.)

AR 351–1

Individual Military Education and Training. (Cited in paras 1–8, 1–9, 1–15, and 4–7.)

AR 380–67

The Department of Army Personnel Security Program. (Cited in para 9–2.)

AR 600–8–2

Suspension of Favorable Personnel Actions (Flags). (Cited in para 6–3.)

AR 604–10

Military Personnel Security Program. (Cited in para 9–2.)

AR 611–5

Army Personnel Selection and Classification Testing. (Cited in para 3–4.)

AR 621–1

Training of Military Personnel at Civilian Institutions. (Cited in paras 3–2, and 6–3.)

AR 621–6

Army Learning Centers. (Cited in para 1–7.)

AR 635–100

Officer Personnel. (Cited in para 10–2.)

AR 635–200

Enlisted Personnel. (Cited in para 10–2.)

AR 750–2

Army Materiel Maintenance Wholesale Operations. (Cited in para 9–2.)

DA PAM 621–200

Army Apprenticeship Procedural Guidance. (Cited in para 7–12.)

FAR

Federal Acquisition Regulation. (Cited in para 2–9.)

Section II Related Publications

A related publication is merely a source of additional information. The user does not have to read it to understand this publication.

AR 5–9

Intraservice Support Installation Area Coordination

AR 5–14

Managing Contracted Advisory and Assistance Services

AR 11–2

Internal Management Control

AR 15–1

Committee Management

AR 15–6

Procedures for Investigating Officers and Board of Officers

AR 25–1

The Army Information Resources Management Program

AR 25–55

The Department of Army Freedom of Information Act Program

AR 37–1

Army Accounting and Fund Control

AR 135–100

Appointment of Commissioned and Warrant Officers of the Army

AR 340–21

The Army Privacy Program

AR 350–1

Army Training

AR 350–20

Management of the Defense Foreign Language Program

AR 351–3

Professional Education and Training Programs of the Army Medical Department

AR 360–5

Army Public Affairs, Public Information

AR 600–8–101

Personnel Processing (In- and Out- and Mobilization Processing)

AR 600–8–104

Military Personnel Information Management/Records

AR 600–200

Enlisted Personnel Management System

AR 601–280

Total Army Retention Program

AR 611–6

Army Linguist Management

AR 611–101

Personnel Selection and Classification, Commissioned Officer Classification System

AR 611–112

Personnel Selection and Classification, Manual of Warrant Officer Military Occupational Specialties

AR 611–201

Enlisted Career Management Fields and Military Occupational Specialties

AR 621–108

Military Personnel Requirements for Civilian Education

AR 621–202

Army Educational Incentives and Entitlements

AR 690–950

Career Management

DA PAM 351–4

The Army Formal Schools Catalog

DA PAM 351–20

Army Correspondence Course Program Catalog

DA PAM 352-2

Education Assistance and Opportunities Information for Army Family Members

DA PAM 352-4

Dependents Education High School Completion Programs for Army Dependent Spouses

DA PAM 570-551

Staffing Guide for U.S. Garrison

DA PAM 600-8

Management and Administrative Procedures

DA PAM 600-11

Warrant Officer Professional Development

DA PAM 600-25

U.S. Army Noncommissioned Officer Professional Development Guide

DA PAM 611-16

Handbook of Army Personnel Tests

DODD 1322.8

Voluntary Education Programs for Military Personnel

DODD 1322.8C

DANTES Independent Study Catalog

DODD 1322.19

Voluntary Education Programs in Overseas Areas

DODD 5160.41

The Defense Language Program (DLP)

Accredited Institutions of Postsecondary Education, Programs, Candidates (current edition). This is a publication of the American Council on Education; it is available from DANTES (Code 43), 6490 Saufley Field Road, Pensacola, FL 32509-5243.

DANTES Examination Program Handbook. This publication is available from DANTES at the address above.

DANTES External Degree Catalog. This publication is available from DANTES at the address above.

DANTES Independent Study Catalog. This publication is available from DANTES at the address above.

Directory of Postsecondary Institutions, volumes I & II (current year). The directory is a publication of the U.S. Department of Education; it is available from DANTES at the address above.

National Home Study Council Schools Catalog (current year). This publication is available from DANTES at the address above.

Servicemembers Opportunity Colleges (SOC) Guide. This publication is available from DANTES at the address above.

SOCAD-2

Handbook. This publication is available from Servicemembers Opportunity Colleges, 1 Dupont Circle, Suite 680, Washington, DC 20036-1117.

SOCAD-4

Handbook. This publication is available from Servicemembers Opportunity Colleges at the address above.

The Guide to Educational Credit by Examination (ACE). This publication is available from the American Council on Education, One Dupont Circle, N.W., Washington, DC 20036.

The Guide to the Evaluation of Educational Experiences in the Armed Services (ACE Guide). The current edition and updates are available from DANTES, 6490 Saufley Field Road, Pensacola, FL 32509-5243.

**Section III
Prescribed Forms****DA Form 669 & DA Form 669-E**

Army Continuing Education System Record Continuation Sheet. (Prescribed in paras 1-7, 3-2, 6-5, 6-7, 6-8, 6-10, 6-11, 7-3, and 7-4.)

DA Form 669-1-R

Army Continuing Education System (ACES) Record Continuation Sheet

DA Form 1821-R

Army Continuing Education System (ACES) Semi-Annual Participation/Cost/Evaluation Report. (Prescribed in para 9-12.)

DA Form 2171

Application for Tuition Assistance (Prescribed in paras 6-4, 6-5, 6-7, 6-8, 6-10, and 6-11.)

DA Form 5454-R

Request for Army/American Council on Education Registry Transcript. (Prescribed in para 7-4.)

**Section IV
Referenced Forms****DA Form 2A**

Personnel Qualification Records, Part 1

DA Form 2-1

Personnel Qualification Records, Part 2

DA Form 1059

Service School Academic Evaluation Report

DANTES 1562-32

DANTES Independent Study Course Form

DD Form 139

Pay Adjustment Authorization

DD Form 214

Certificate of Release or Discharge from Active Duty

DD Form 295

Application for the Evaluation of Learning Experiences during Military Service

DD Form 1131

Cash Collection Voucher

Appendix B

Installation Geographic Boundaries

Installation geographic boundaries are arranged alphabetically within MACOMs per AR 5-9.

AMC

Aberdeen Proving Ground, MD (AMC)

Edgewood Facility

Charles Melvin Price Support Center, IL (AMC)

Illinois: All counties

Minnesota: All counties

Iowa: All counties

Missouri: Counties of St. Charles, Warren, Franklin, Jefferson, St. Louis, and St. Louis metropolitan area

Dugway Proving Ground, UT (AMC)

Idaho: All counties

Montana: All counties

Utah: All counties

Fort Monmouth, NJ (AMC)

Picatinney Arsenal, MTMC Bayonne, and AAFES, Newark

Redstone Arsenal, AL (AMC)

Alabama: counties of Madison, Jackson, Limestone, Morgan, and Marshall

Selfridge ANG Bases, MI (AMC)

Michigan: All counties

Wisconsin: All counties

Sierra Army Depot, CA (AMC)

Nevada: All counties

California: counties of Alpine, El Dorado, Mono, Sacramento, Stanislaus, Yuba, Amador, Inyo, Nevada, San Joaquin, Sutter, Butte, Lassen, Placer, Shasta, Tuolumne, Claveras, Modoc, Plumas, Sierra and Yolo

Vint Hill Farm, VA (AMC)

White Sands Missile Range (AMC)

All counties in New Mexico

Yuma Proving Ground, AZ (AMC)

Arizona: Yuma County

California: Isolated units in San Diego

FORSCOM

Fort Bragg, NC (FORSCOM)

North Carolina: All counties

Fort Campbell, KY (FORSCOM)

Kentucky: counties west of Allen, Breckenridge, Edmonson, Grayson, and Warren

Tennessee: All counties

Fort Carson, CO (FORSCOM)

Colorado: All counties except Metro Denver area which is the responsibility of Fitzsimmons Medical Center

Wyoming: All counties

Fort Devens, MA (FORSCOM)

Connecticut: All counties

Maine: All counties

Massachusetts: All counties

New Hampshire: All counties

Rhode Island: All counties

Vermont: All counties

Fort Hamilton, NY (FORSCOM)

New York: All of New York City plus counties or boroughs of Suffolk, Queens, Bronx, Kings, Nassau, and Richmond

Fort Dix, NJ (FORSCOM)

Delaware: All counties

New Jersey: All counties

Fort Drum, NY (FORSCOM)

New York: All counties, except those serviced by Fort Hamilton and West Point

Fort Hood, TX (FORSCOM)

Texas: All counties east of Pecos, Terrel County (northern half), Ward, and Winkler. All counties north of Austin, Bastrop, Blanco, Caldwell, Edwards, Fayette, Gillespie, Harris, Hays, Kerr, Val Verde, and Waller

Fort Sam Houston, TX (FORSCOM)

Texas: All counties not serviced by Fort Hood and Fort Bliss

Fort Irwin, CA (FORSCOM)

California: counties of Imperial, Riverside, San Bernardino, San Diego

Fort Lewis, WA (FORSCOM)

Oregon: All counties

Washington: All counties

Fort McPherson, GA (FORSCOM)

Georgia: All counties north of Jones, Lamar, Meriwether, Monroe, Pike, and Troup; all counties west of Clarke, Franklin, Greene, Madison, Oglethorpe, Putnam and Stephens, Puerto Rico, and Virgin Islands

Fort Ord, CA (FORSCOM)

California: counties of Fresno, Kern, Kings, Los Angeles, Madera, Mariposa, Merced, Monterey, Orange, San Benito, San Luis Obispo, Santa Barbara, Tulare, and Ventura

Nevada: counties of Douglas, Esmeralda, Lincoln, Lyon, Mineral, Nye, Ormsby, Storey, and White Pine

Fort Polk, LA (FORSCOM)

Louisiana: All parishes

Texas: counties of Chambers, Jasper, Hardin, Liberty, Jefferson, Orange, Newton, Tyler, and Polk

Fort Riley, KS (FORSCOM)

Kansas: All counties except Atchison, Brown, Doniphan, Jackson, Jefferson, Leavenworth, Marshall, Nemaha, and Wyandotte

Nebraska: All counties

North Dakota: All counties

South Dakota: All counties

Fort Stewart, GA (FORSCOM)

Florida: All counties east of Calhoun, Gulf, and Jackson

Georgia: All counties south of Emmanuel, Jenkins, Johnson, Laurens and Screven; all counties east of Ben Hill, Berrien, Clinch, Dodge, Irwin, and Wilcox

South Carolina: Beaufort and Jasper counties

Presidio of San Francisco, CA (FORSCOM)

California: Mariposa, Madera, Monterey, Merced, and San Benito and Oakland

HSC

Fitzsimmons AMC, CO (HSC)

Colorado: County of Denver

Fort Detrick (HSC)

Maryland, county of Frederick

MDW

Fort Myer (MDW)

District of Columbia: All except Walter Reed Medical Center

Maryland: Counties of Montgomery, Prince Georges

Virginia: Alexandria, Arlington, Fairfax

Fort Belvoir, VA (MDW)

Virginia: Counties of Accomack, Culpepper, Essex, Fauquier, Greene, King George, Lancaster, Madison, Matthews, Middlesex, Northampton, Northumberland, Orange, Page, Prince William

Rappahannock, Richmond, Rockingham, Shenandoah, Spotsylvania, Stafford, Warren, Westmoreland

West Virginia: counties of Pendleton, Hardy, Grant, and Hampshire

Fort George G. Meade, MD (MDW)

Maryland: All counties but Montgomery, Prince Georges, and Charles
Virginia: counties of Clarke, Frederick, Loudoun (east to Dulles Airport)

West Virginia: All counties except Grant, Hardy, Pendleton, Berkley, and Hampshire

Fort Ritchie, MD (MDW)

Maryland: counties of Washington, Alleghany, and Garrett
Pennsylvania: counties of Adams and Franklin

TRADOC

Carlisle Barracks (TRADOC)

Pennsylvania: counties of Fulton, Cumberland, Perry, Juniata, Mifflin, Snyder, Huntingdon, Union, Montour, Columbia, Lycoming, Sullivan, Bradford, Tioga, Potter, Cameron, McKean, Elk, Clearfield, Cambria, Westmoreland, Somerset, Fayette, Washington, Greene, Indiana, Butler, Allegheny, Beaver, Armstrong, Jefferson, Clarion, Vernango, Mercer, Forrest, Crawford and Erie

Fort Benning, GA (TRADOC)

Alabama: counties of Bullock, Chambers, Coosa, Elmore, Lee, Macon, Montgomery, Russell, and Tallapoosa

Florida: counties of Jefferson, Madison, Hamilton, Columbia, Gilchrist, Jackson, Dixie, Lafayette, Suwannee, Taylor, Gadsden, Bay, Leon, Wakulla, Liberty, Franklin, Escambia, Calhoun, Santa Rosa, Okaloosa, Walton, Holmes, Washington, and Gulf
Georgia: counties of Troup, Monroe, Crawford, Harris, Schley, Webster, Terrell, Ben Hill, Cook, Early, Clay, Thomas, Clinch, Meriwether, Jones, Upson, Muscogee, Macon, Stewart, Lee, Irwin, Colquitt, Miller, Seminole, Brooks, Lanier, Pike, Twiggs, Taylor, Chattahoochee, Peach, Quitman, Worth, Tift, Mitchell, Calhoun, Decatur, Lowndes, Lamar, Bibb, Talbot, Marion, Sumter, Randolph, Turner, Berrien, Baker, Dougherty, Grady, and Echols

Fort Bliss, TX (TRADOC)

Texas: counties of El Paso, Loving, Terrell, Hudspeth, Winkler, Brewster, Culberson, Ward, Presidio, Reeves, Pecos, Jeff Davis

Fort Eustis, Virginia (TRADOC)

Virginia: counties of Gloucester, Isle of Wight, James City, Suffolk, and York plus the independent cities of Chesapeake, Hampton, Newport News, Norfolk, Portsmouth, Southampton, Suffolk, and Virginia Beach

Fort Gordon, GA (TRADOC)

Georgia: All counties east of Banks, Barrow, Bleckley, Dodge, Habersham, Jackson, Jasper, Jones, Morgan, Oconee, and Twiggs.
All counties north of Bullock, Candler, Effingham, Toombs, Treutlen, and Wheeler

Fort Benjamin Harrison, IN (TRADOC)

Indiana: all counties until FY 94; then transferred to Fort Knox

Fort Huachuca, AZ (TRADOC)

Arizona: All counties except those serviced by Yuma

Fort Jackson, SC (TRADOC)

South Carolina: All counties, except Beaufort, Jasper

Fort Knox, KY (TRADOC)

Indiana: All counties after Fort Benjamin Harrison closes

Kentucky: All counties east of Butler, Hancock, Logan, Ohio, and Simpson

Ohio: All counties

West Virginia: All counties except Berkeley, Grant, Hampshire, Hardy, Jefferson, Mineral, Morgan, and Pendleton

Fort Leavenworth, KS (TRADOC)

Kansas: counties of Atchison, Brown, Doniphan, Jackson, Jefferson, Leavenworth, Marshall, Nemalia, and Wyandotte

Missouri: counties of Andrew, Atchison, Buchanan, Caldwell,

Carroll, Chariton, Clay, Clinton, Davies, DeKalb, Gentry, Grundy, Harrison, Holt, Linn, Livingston, Mercer, Nodaway, Platte, Putnam, Ray, Sullivan, and Worth

Fort Lee, Virginia (TRADOC)

Virginia: All counties south of Essex and all counties west of Gloucester, Isle of Wight, Suffolk, and York

Fort McClellan, AL (TRADOC)

Alabama: All counties north of Chambers, Chilton, Coosa, Greene, Hale, Perry, Sumter, Tallapoosa

Mississippi: All counties north of Issaquena, Kemper, Leake, Madison, Neshoba, Sharkey, and Yazoo

Fort Rucker, AL (TRADOC)

Alabama: All counties south of Bibb, Clay, Pickens, Randolph, Shelby, Talledega, and Tuscaloosa except Bullock, Chambers, Coosa, Elmore, Lee, Macon, Montgomery, Russell, and Tallapoosa

Florida: All counties west of Franklin, Gadsden, and Liberty

Mississippi: All counties south of Attala, Holmes, Humphreys, Noxubee, Washington, and Winston

Fort Sill, OK (TRADOC)

Arkansas: All counties

Oklahoma: All counties

Fort Leonard Wood, MO (TRADOC)

Missouri: All counties south of Carroll, Clay, Chariton, and Ray; all counties east of Chariton, Linn, Putnam, and Sullivan

USARPAC

Fort Shafter, HI (USARPAC)

Hawaii: Schofield Barracks, Fort Shafter, Tripler Army Medical Center

Alaska: Forts Richardson, Wainwright, and Greeley

Japan: Camp Zama and Torii Station

U.S. possessions and territories located in the Pacific

West Point

New York: Orange, Rockland, Putnam, Dutchess, Ulster, Sullivan, Delaware, Green, Columbia, Westchester

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Appendix C Institutional Requirements for Membership in SOCAD/SOCGuard

Section I SOCAD

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In order to qualify for membership in SOCAD, postsecondary institutions must agree to the following—

C–1. Residency

Limit academic residency requirements for graduation (credits taken with the degree-granting institution, regardless of location or degree delivery option) to 25 percent or less of the total requirements for SOCAD degrees or to 15 semester hours (or equivalent) for SOCAD–2 certificates or diplomas. The student may fulfill these requirements at anytime during the life of the SOCAD Student Agreement.

C–2. Student Agreement

Issue a SOCAD Student Agreement on the standard form (which is an official evaluation and a degree plan) for each student who applies for an official evaluation in a SOCAD– approved network. A college may not require the completion of more than 6 semester hours or the equivalent with the institution before the student is eligible for a Student Agreement.

C-3. Service school credit

Award credit appropriate to the curriculum for service schools and Army MOS experience based on the recommendations of the ACE guide.

C-4. Other credit

Award credit appropriate to the curriculum for non-traditional or other prior learning from the results of one or more nationally recognized standardized tests, based on ACE recommendations in the *Guide to Educational Credit by Examination*, in addition to other means the college may use to evaluate this learning.

C-5. Degree completion

Permit the student to complete the degree under the terms of the Student Agreement even after separation from active military service and even if the college's membership in a network is terminated.

C-6. Transfer of comparable courses

Accept in transfer, with no individual prior approval necessary, comparable courses listed in the SOCAD transferability tables and course substitutions sections in the handbook, provided the courses are taken after the Student Agreement is issued, with the stipulation that colleges in the traditional delivery option are obligated to accept courses only from other colleges within the traditional delivery option.

C-7. Transfer of general elective courses

Accept in transfer, with no individual prior approval necessary, general education elective courses (as defined in the appropriate table in *SOCAD-2 Handbook* and *SOCAD-4 Handbook*). The courses must have been taken with a regionally accredited college after the Student Agreement is issued with the stipulation that colleges in the traditional delivery option are only obligated to accept courses taken through classroom-based instruction.

C-8. Additional requirements for membership in the SOCAD-4 system

a. The same transfer of general education elective courses applies as in SOCAD-2; however, if a student has completed an associate degree before the Student Agreement is issued, this guarantee applies to appropriate general education courses from all regionally accredited 4-year institutions. If less than half of the credits towards the bachelor's degree requirement have been completed, the guarantee will apply to general education courses from regionally accredited 2-year colleges.

b. The institutions will accept an associate degree completed by a student in a SOCAD-2 network designated as related to a SOCAD-4 curriculum network, with a minimum award of 45 percent of the credits needed to complete the bachelor's degree in that curriculum per guidance provided in the *SOCAD-4 Handbook*.

c. Each SOCAD-4 member college may apply the following limitations to the guaranteed transfer or award of credit from designated SOCAD-2 associate degrees to related SOCAD-4 bachelor's degrees—

(1) Traditional delivery option member institutions are obligated to extend the SOCAD-4 transfer guarantees to SOCAD-2 related degrees only in the traditional delivery option.

(2) Alternative delivery option member institutions are obligated to extend SOCAD-4 transfer guarantees to SOCAD-2 related degrees in both the alternative delivery and traditional delivery option.

(3) Learning assessment option member institutions are obligated to extend the SOCAD-4 transfer guarantees to SOCAD-2 related degrees in all three delivery options.

Section II SOCGuard

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To participate in SOCGuard, postsecondary institutions agree to the following—

C-9. Membership

Complete a SOC application for institutional membership.

C-10. Transfer credits

Be forthcoming in the acceptance of transfer credits from other accredited postsecondary institutions if said courses have been completed satisfactorily and meet the degree requirements of the institution to which the credits are being transferred; that is, use good academic practice.

C-11. Credit for service schools and Army MOS experience

Award credit as appropriate to degree requirements and curriculum for service schools and Army MOS experience based on the *Guide to the Evaluation of Educational Experiences in the Armed Services*.

C-12. Credit for non-traditional or other prior learning

Award credit as appropriate to the degree requirements and curriculum for non-traditional or other prior learning as measured from the results of one or more nationally recognized standardized tests, based on ACE recommendations in the *Guide to Educational Credit by Examination* and other means by which the institution may use to evaluate non-traditional learning.

C-13. Residency requirements

There is no requirement to limit academic residency requirements for graduation if the institution is joining SOC primarily to participate in the SOCGuard program.

C-14. Deferred enrollment

Institutions completing a SOCGuard Concurrent Admissions Program College Referral and Admission Agreement will admit Army National Guard soldiers to their institutions with enrollment deferred for up to 2 years following successful completion of initial active duty for training provided that the soldier meets the institution's admission criteria at the time of application.

C-15. Application admission criteria

Institutions receiving SOCGuard ARNG soldier referral and admission agreements will admit Army National Guard soldiers to their institutions provided that the soldier meets the institution's admission criteria at the time of application.

Appendix D Institutional Requirements for On-Post Operation

D-1. SOCAD and SOCGuard membership

Institutions providing courses and programs on-post will meet the criteria specified in this appendix.

D-2. Department of Defense requirements

Institutions providing courses and programs on-post will meet DOD 1322.8 criteria:

a. Be chartered or licensed by a state government or by the Federal government.

b. Provide proof of compliance with section 1775, (ref (c)), title 38 of the United States Code, regarding state approving agency approval of courses, and section 1796, (ref (d)), title 38, United States Code, regarding limitations on advertising, sales, and enrollment practices.

c. Conduct programs only from those offered or authorized by the main campus in accordance with standard procedures for authorization of degree programs by the institution.

d. Follow procedures used on the main campus and involve the main campus in the approval of on-post programs; faculty selection, assignment, and orientation; and the teaching, monitoring, and evaluation of programs.

e. Provide adjunct or part-time faculty who possess the same or

equivalent qualifications as full-time, permanent faculty on the main campus.

f. Deliver courses on-post that carry identical credit values, represent the same content and experience, and contain the same student evaluation procedures as courses on the main campus.

g. Accept credit for courses given off-campus at the same value as those given on campus and include such credit in the fulfillment of residency and other degree requirements.

h. Provide or arrange for library and other reference and research resources that are appropriate for the level of the academic offerings.

i. Maintain the same admission, grading, academic, and graduation standards as those on the main campus.

j. Ensure regular and frequent contact between campus-based faculty and off-campus faculty, administrators, and other institutional representatives.

k. Regularly assess and evaluate program effectiveness using evaluation techniques appropriate to the level and type of program, for example, examination scored by external norms, student course critiques, faculty monitoring of classes, and faculty review of final examinations.

l. Provide soldiers with regular and accessible advisement services.

m. Charge tuition and fees that correspond to those charged to nonmilitary clientele except when the need for a variance can be documented. High enrollment courses must be used to underwrite the expense of offering small elective courses and laboratory courses.

n. Ensure a reasonable proportion of tuition income, comparable to that on the home campus, is provided for education support to the installation (for example, library and laboratory support, computer facilities, equipment, administrative services, and student advisement).

o. Agree to participate in any independent third-party evaluation of postsecondary programs requested by the DOD and the Services.

Appendix E Needs Assessment Model

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Figure E-1 presents a needs assessment model.

I. The community: its mission

II. Program planning

A. Introduction

B. Methodology

C. Education needs

1. Population distribution, education level, and eligibles from the personnel qualification roster (PQR) AAC-C37 and the education level survey AAC-C17

2. MOS of soldiers

3. Goal clarification from in-processing and counseling services and career planning

4. Review of DA Form 669—goals

5. Military goals and skill development testing (SDT) failures

6. Educational surveys for soldiers, family members, and DACs

7. Historical enrollment trends

8. Counselors, commanders, trainers, and institutional representatives' input

D. Available resources

E. Descriptions of on-post school programs

F. Summary

G. Conclusions

Figure E-1. Needs assessment model

Appendix F Marketing Plan Model

Figure F-1 presents a marketing plan model.

1. *Executive summary.* The planning document should begin with a summary of main goals and recommendations presented in the marketing plan.

2. *Purpose and scope.* This outline of marketing/communication strategies links with ACES goals and MACOM, installation, and community objectives.

3. *Theme.* The overall theme should not change unless a change occurs in focus or direction.

4. *Situation analysis.* The situation analysis is an in-depth look at where the organization is and where it might go. It should include a needs assessment identifying the organization's strengths and weaknesses.

5. *Objectives and goals.* Goals and objectives outline where the organization should go. Desired levels of performance must be set. These goals should be attainable.

6. *Marketing strategies.* These strategies describe the "game plan" to correct weaknesses and build on strengths. Strategies should be measurable and specific. Each strategy should contain the following sections:

a. *Mission support.* Identify the objective to which the strategy relates.

b. *Actions.* Identify types of actions.

c. *Authority.* Identify authority for the action.

d. *Audience.* Identify the primary and secondary audiences for each strategy.

e. *Desired results.* Desired results should be explained in a brief statement.

f. *Appeal.* Identify appeals for each marketing strategy.

g. *Delivery.* Identify delivery methods.

h. *Evaluation.* Identify evaluation methods.

i. *Responsibility.* Identify individual responsibilities for each strategy.

7. *Action plan.* The plan records the dates of when various activities or an expenditure will be started, analyzed, and completed. This action should be flexible to accommodate new problems and opportunities.

8. *Budget.* Goals, strategies, and planned actions allow the planner to build a budget. This budget determines operations, financial planning, and personnel recruitment.

9. *Controls.* Controls monitor the plan's progress. This statement

could include a discussion of what actions will be taken if controls reveal that the plan is not working.

Figure F-1. Marketing plan model

Appendix G Education Services Brochure

Figure G-1 presents an education services brochure model.

- I. Commander's statement of support
- II. Education goals and objectives reflecting local mission and incorporating theme (installation and community marketing plan)
- III. Army goals for military members
- IV. Location of installation and community education facilities, phone numbers, and operating hours
- V. Professional counseling services
- VI. Educational programs
 - A. Institutions conducting programs
 - (1) Location (on- or off-post)
 - (2) Field of study and credential offered
 - (3) Course description
 - (4) Cost per credit hour or equivalent
 - B. Vocational programs
 - C. Alternative study programs
- VII. Educational services
 - A. Testing
 - B. Languages
 - C. MOS library
 - D. Licensing and certification
- VIII. Financial services
 - A. Tuition assistance
 - B. GI bill benefits
 - C. Alternative funding
- IX. Administration
 - A. Enrollment procedures
 - B. Special requests for programs or services
 - C. Support for tenant activities

Figure G-1. Education services brochure model

Appendix H Instructions for DA Form 1821-R

H-1. Reporting period

ACES Semi-Annual Participation/Cost/Evaluation Report, DA Form 1821-R, is to be submitted twice yearly through MACOMs to DA. The MACOM consolidated report must arrive at DA not later than 15 calendar days after the reporting periods. The reporting periods are 1 October – 31 March and 1 April – 30 September. The cutoff date for collection of data for any reporting period is the last day of the reporting period.

H-2. Part I—General Information

The purpose of this section is to report general information on the MACOM or installation. At the top of the section, enter the period covered by the report. In block 1, enter the name and address of the MACOM or installation, the name and phone number of the MACOM director of education or installation ESO. In block 2, enter reporting period. In block 3, enter the military population served:

a. The term *Active Army* includes:

(1) All active component soldiers assigned to units on the installation and deriving education support through the education center,

(2) All active component soldiers assigned within the geographic area of responsibility, such as AGR, Recruiting Command, ROTC and Corps of Engineers, and

(3) PCS students assigned to military schools and colleges within the geographic area of responsibility.

b. The term *Reserve Component* includes:

(1) Army National Guard assigned to units within geographic area of responsibility, and

(2) Army Reserve soldiers assigned to units within geographic area of responsibility.

c. The term *Trainees* includes only the soldiers in Basic Training Course (BTC), Advanced Individual Training (AIT) and One Station Unit Training (OSUT). In block 4, enter the number of AEC. In block 5, enter the number of ALC under the managerial control of education services officers.

H-3. Part II—Competency Programs

Competency programs provide instruction in fundamental job-related skills soldiers need to perform their jobs. These programs support readiness and training and are available to soldiers at no cost. Programs consist of a standardized curriculum providing instruction in the set of prerequisite academic competencies necessary for job proficiency.

a. *Lines 1 and 2, column a. Number of Eligibles.* Number of soldiers eligible to participate in Functional Academic Skills Training (FAST) and English-as-a-second language (ESL).

(1) *Line 1, column a. FAST, Number of Eligibles.* Soldiers are eligible for FAST if they require academic skills training to improve job performance or reenlistment/MOS reclassification. Eligibility for enrollment in FAST also includes soldier, counselor and commander referral. An appropriate diagnostic score (for example, TABE level D/BASE) or the pre-tests of the academic competencies required for their MOS will be used for FAST enrollment.

(2) *Line 2, column a. ESL, Number of Eligibles.* Eligibles for ESL are permanent duty station soldiers whose native language is other than English who are identified by their commanders as having difficulty speaking or understanding English. Soldiers scoring below 70 (enlisted) or 90 (officers and warrant officers) on the ECLT are eligible.

(3) *Line 3, column a. Headstart* is a nonlinguist host nation orientation and acculturation program. Soldiers assigned to an OCONUS location are eligible for Headstart instruction. At the commander's

discretion, but normally within 30 days of assignment to an OCONUS location, a soldier will enroll.

b. *Lines 1–3, column b. Number of Enrollees.* Report the number of soldiers who began one or more courses during the reporting period. For the purpose of this report, a soldier will be considered to have begun a course as of the date of the first class meeting for the course. Do not count any soldier more than once during the reporting period. Do not count soldiers who initially enrolled in a previous reporting period. Include all delivery modes. Example: Line 1. FAST. A soldier enrolled in one or more subprograms (for example, math and reading) counts as one enrollee. (One social security number per program per reporting period.)

c. *Lines 1–3, columns c–e.* In lines 1–3, columns c–e pertain to instructional costs.

(1) *Lines 1–3, column c. P333732.* Report the total instructional costs associated with each program funded by P333732.

(2) *Lines 1–3, column d. Other OMA.* Report the total instructional costs associated with each program paid by OMA other than P333732.

(3) *Lines 1–3, column e. Other Funds.* Report the total instructional costs associated with each program paid by non-DOD, Federal, state, local or nongovernmental funds.

d. *Lines 1 and 2, columns f and g.* In lines 1 and 2, columns f and g pertain to program completion.

(1) *Lines 1 and 2, column f. Program Completion. FAST and ESL.* Report the total number of soldiers achieving requirements for program completion.

(2) *Line 1, column f. Program Completion.* A successful completion of the FAST program is defined as a post-instruction score above the minimum specified for the subject area remediated:

(a) TABE D, Forms 5 and 6: Reading-scale score equal or greater than 770 or 10.0 grade level equivalent; Mathematics-scale score greater than 785 or 10.0 grade level equivalent; Language-scale score equal to or greater than 739 or 10.0 grade level equivalent.

(b) BASE raw scores: BASE raw scores of 52 (Form D) or 50 (Form E) for reading, 55 (Form D) or 53 (Form E) for mathematics, 57 (Form D and E) for writing.

(3) *Line 1, column g. GT 110 or Higher.* Number of soldiers with GT scores below 110 who, after instruction in FAST programs, have retested on the Armed Forces Classification Test (AFCT) and scored above 110 on the GT.

e. *Line 2, column f.* A successful program completion for ESL is defined as a post-instruction ECL test score of 70 or above for enlisted soldiers and 90 or above for officers and warrant officers.

f. *Lines 1–3, columns h and i.* In lines 1–3, columns h and i pertain to other than soldier participation in competency programs, for example, family members and Department of the Army civilians (DACs). (Report enrollees.)

g. *Lines 1–3, column j. Other.* The term *other* pertains to RC soldiers and members of other Services. (Report enrollees.)

h. *Lines 1–3, column k. Other Funds.* Report the total instructional costs for other enrollees associated with each program paid by non-P333732.

H-4. Part III—Skill Training

The purpose of this section is to report participation and other Operation and Maintenance, Army (OMA) costs in mission required training and military occupation specialty improvement training (MOSIT). Mission-required training includes but is not limited to required languages. Any MOSIT supports unit readiness by providing individual training oriented toward specific mission, organization, or equipment requirements (AR 351-1). Mission-required training and MOSIT augment normal on-the-job training programs and assist unit commanders in fulfilling training requirements. No P333732 funds will be used for instruction in support of mission required training and MOSIT. Report the number of enrollees in column b, other OMA costs in column d, participants in columns i–j, and other funds used by other participation in column k.

H-5. Part IV—NCO Leader Development

The purpose of this section is to report participation, cost, and program completion for NCO Leader Development programs.

a. *Line 1. NCOES Math.* The term *NCOES Math* refers to instruction in MOS-related mathematics delivered by many different modes to assist NCOs in passing proponent school math screening tests prior to NCOES. Currently Career Management Fields (CMF) 11C, 12B, and 13B/E/F have screening tests for this purpose. Others may be added at later dates.

b. *Line 2. Read-to-Lead.* The term *Read-to-Lead* refers to an instructional program for NCOs who do not meet the reading standards established by the NCO Leader Development (NCOLD) Task Force, Jun 89, and CSA Memorandum, Oct 89, Non-Commissioned Officer Leader Development Action Plan.

c. *Line 3. Leader enhancement.* Leader enhancement courses are command on-duty courses conducted at the permanent duty station to help noncommissioned officers (NCOs), E-4 and above, meet and enhance their leader responsibilities as supervisors, managers, and communicators. Examples of skill enhancement courses include ASEP, Army Effective Writing, Personnel Counseling, Noncommissioned Officer Evaluation Report Preparation, and Military Management.

d. *Lines 1–3, columns a–l.* Complete lines 1–3, columns a–l, as follows:

(1) *Line 1, column a. NCOES Math. Number of Eligibles.* Enter the number of soldiers who are eligible for BNCOC and have received a NO-GO on the Basic Noncommissioned Officer Course math pre-test.

(2) *Line 2, column a. Read to Lead. Number of Eligibles.* Enter the number of soldiers who score below the reading standards as established by the NCOLD Task Force (NCOLDTF). These standards, as measured by the reading portion of the TABE, level A, are—

(a) 10.0 prior to completion of the Advanced NCO Course, and
(b) 12.0 prior to completion of the Sergeants Major Course.

(3) *Line 3, column a. Leader Enhancement. Number of Eligibles.* All soldiers are eligible; record nothing in column a for Leader Enhancement.

e. *Lines 1 and 3, column b. Number of Enrollees.* Report the number of soldiers initially enrolled during the reporting period for NCOES Math and Leader Enhancement. Soldiers enrolled in more than one Leader Enhancement Course will only be counted once.

f. *Line 2, columns b(a) and b(b). Read to Lead. Number of Enrollees.*

(1) *Line 2, column b(a). Independent Studies.* Report the number of soldiers who initially received Read to Lead materials for independent study.

(2) *Line 2, column b(b). Other Learning Modes.* Report the number of soldiers initially enrolled in Read to Lead programs with any form of instructional assistance, including small group, tutor assisted, monitor assisted, or classroom instruction.

g. *Lines 1–3, columns c–e.* Lines 1–3, columns c–e, pertain to instructional costs. Refer to part II, Lines 1–3, columns c–e, for instructions.

h. *Lines 1 and 2, column f.* In lines 1 and 2, column f pertains to program completion.

(1) *Line 1, column f. NCOES Math. Program Completion.* Report the number of soldiers who have retested on the math pre-test and have received a GO on the BNCOC math pre-test.

(2) *Line 2, column f. Read to Lead. Program Completion.* A program completion is defined as the raising of a soldier's reading level to the Army reading standard upon completion of remediation as verified by the TABE A retest.

i. *Lines 1–3, columns h–k.* Lines 1–3, columns h–k, pertain to other participation. Refer to part II, lines 1–3, columns h–k, for instructions.

H-6. Part V—High School Completion

The purpose of this section is to report participation, cost, and completions for the High School Completion Program (HSCP). Soldiers who do not have a high school diploma are eligible for HSCP.

A successful program completion is defined as the awarding of a high school diploma or its equivalent upon course or test completion. The GED completions would be recorded in column f. Complete columns a–k.

H-7. Part VI—Postsecondary Programs

The purpose of this section is to report participation, cost, and completion data for postsecondary programs. *Note: For this report, the definition of enlisted is E-1 through E-3, and NCO is E-4 through E-9.* These postsecondary programs are divided into the following categories:

a. *Line 1, Lower Division/Associate.* The term *Lower Division/Associate* includes courses that lead to a certificate or associate degree or that are normally a part of the first 2 years of a 4-year degree program.

b. *Line 2, Upper-Division/Baccalaureate.* The term *Upper-Division/Baccalaureate* includes courses normally at the 3rd and 4th year level of a 4-year degree.

c. *Line 3, Graduate Division.* This category describes course work that is part of a graduate program.

d. *Line 4, Vocational/Technical Non-Credit.* This category describes course work of the type normally found in certificate or diploma (nondegree) programs that are usually 1 year or less in length and are designed to provide students with occupational skills.

e. *Lines 1-4, columns a-l.* For lines 1-4, complete columns a-l as follows:

(1) *Lines 1-4, column a. Number of Enrollees.* Report the number of soldiers who began one or more courses during the reporting period. For the purpose of this report, a soldier will be considered to have begun a course as of the date of the first class meeting for the course. Do not count any soldier more than once during the reporting period. Do not count soldiers who initially enrolled in a previous reporting period. *Note: Include those service members of other Services for which the Army pays TA under an Interservice Support Agreement.*

(2) *Lines 1-4, column b. Number of Course Enrollments.* Report the total number of courses in which soldiers enrolled during the reporting period. Example: If a soldier enrolls in math and English, that counts as two enrollments. Do not count enrollments for courses that began in a previous reporting period but ended in the current reporting period.

(3) *Columns c-e.* Columns c-e pertain to costs of postsecondary programs.

(4) *Lines 1-4, column c. P333732.* Report the total P333732 instructional costs associated with the enrollments reported in column b.

(5) *Lines 1-4, column d. Other OMA.* Report the total instructional costs associated with the enrollments reported in column b paid by OMA funds other than P333732.

(6) *Lines 1-4, column e. Other Funds.* Report the total instructional costs associated with the enrollments reported in column b paid by non-DOD, Federal (for example, VA, Pell, and so forth), state, local or nongovernmental funds (for example, Army Emergency Relief (AER), Officers' Wives Club (OWC), United Way, CFC). *Note: Do not include the 25 percent the soldier pays.*

f. *Line 5, column f. TA Loss—P333732.* Report the total TA dollars not reimbursed to the Army because soldiers withdrew from courses for circumstances clearly beyond their control as certified by their commander.

g. *Columns g and h.* Columns g and h pertain to degree, certificate, and program completion.

(1) *Lines 1-4, column g. Degree/Certificate.* Report the number of credentials (degrees or certificates) awarded during the reporting period.

(2) *Lines 1 and 4, column h. Certification Testing.* A program completion is defined as passing a required national, state, trade, or professional certification test that results in award of a license or journeyman certificate. A completion is only counted at the time of the award of a license or certificate. Examples of certification exams can be found in the *DANTES Examination Handbook*. Report the

number of licenses and certificates awarded during the reporting period.

h. *Lines 1-4, columns i and j.* In lines 1-4, columns i and j pertain to other than soldier participation in postsecondary programs by FMs and DACs.

i. *Lines 1-4, column k. All Other.* Report the number of enrollments for other participants. The term *Other* includes RC soldiers, members of other Services, and other students participating in postsecondary programs not reported elsewhere in part VI. *Note: Other student participation includes non-DOD civilians.*

j. *Lines 1-4, column l. Other Funds.* Report the total instructional costs for other participation paid by non-P333732.

H-8. Part VII. Counseling, Testing, and Army Learning Centers

The purpose of this section is to provide selected information on ACES services. Complete lines 1-4 as follows:

a. *Line 1. Counseling.*

(1) *Line 1, column a. Individual Sessions.* Report the total number of individual counseling sessions conducted during the reporting period. Use the following as a definition of a counseling session: a soldier is counseled in person or telephonically and that contact is annotated on DA Form 669 regardless of the number of topics covered or length of the time.

(2) *Line 1, column b. Group Sessions.*

(a) *Line 1, column b(1).* Report the number of group sessions conducted for soldiers during the reporting period.

(b) *Line 1, column b(2).* Report the number of soldiers who attended the group sessions in Line 1, column b(1).

(3) *Line 1, column c. Separation Veterans Administration Counseling.* Report the number of soldiers included in line 1, column a, who received mandatory Veteran's Education Assistance Benefits counseling during the reporting period as required by law in section 1142, title 10, United States Code.

(4) *Line 1, columns d-f. Other Participation.* Report the number of other counseling sessions for family members, DACs, and others during the reporting period. (The term *Others* includes RC and other Services.) Do not include counseling sessions reported in columns a-d.

b. *Line 2. Army Personnel Testing, Skill Development Testing (APT/SDT).*

(1) *Line 2, column a. Number of APT Tests.* Report the number of APT (complete battery) scored during the reporting period. Use the following as an example of how to count the Defense Language Proficiency Test (DLPT): DLPT consists of listening, reading and/or speaking. When all sections are scored and reported to the Personnel Service Center (PSC), then count this test as one APT on DA Form 1821-R.

(2) *Line 2, columns b-d.* Line 2, columns b-d pertain to APT costs.

(a) *Line 2, column b. Equipment and Supplies.* Report the P333732 costs associated with any test equipment other than automatic data processing (ADP) equipment or supplies required for the administration of the test in line 2, column a, during the reporting period. Report ADP costs in part VIII, column n.

(b) *Line 2, column c. Contracts.* Report service contract P333732 costs associated with APT.

(c) *Line 2, column d. Other OMA.* Report the total costs associated with APT paid by OMA funds other than P333732. *Note: Other OMA DAC is reported in part VIII on line 2d.*

(3) *Line 2, columns e and f.* Line 2, columns e and f pertain to Self-Development Tests (SDT).

(a) *Line 2, column e. Number of SDT Tests.* Report the number of SDT tests given during the reporting period.

(b) *Line 2, column f. OMA Costs.* Report the total costs associated with SDT paid by OMA funds; P333732 will not be used for SDT.

(c) *Line 2, column g. Other Participation, Reserve Component.* Report the number of AGR, National Guard, and IRR that took APT/SDT at the AEC.

(d) *Line 2, column h. Other Participation, DAC.* Report the number of DACs that took language tests (DLPT) under APT. *Note: DACs are not eligible to take any other tests reported on line 2.*

(e) *Line 2, column i. Other Participation, Other.* Report the number of personnel from other branches of the Service that took APT or SDT at the AEC.

c. *Line 3. Educational Testing.* This line pertains to all tests not included in APT/SDT.

(1) *Line 3, column a. Number of Tests.* Report the total number of tests given during the reporting period. Include the total number of TABE subtests (reading, mathematics, or language), DANTES tests (those listed in the *DANTES Examination Program Handbook*), and any other tests administered to a soldier.

(2) *Line 3, columns b–d. Costs.* Report costs for educational testing; refer to line 2, columns b–d, for instructions.

(3) *Line 3, columns e–g. Other Participation.* Report the number of tests given to others, such as FMs, DACs, and Reserve Components. Refer to line 1, columns d–f for instructions.

d. *Line 4, Army Learning Centers.*

(1) *Line 4, column a. Number of Hours.* Report the total actual time of all visits in the Army Learning Center (ALC) on educational and training activities. Round the total time for the reporting period to the nearest hour. *Note: If a pre-BNCOC math class meets for 2 hours on Monday and has 10 students in the class, this should be recorded as 20 hours spent as an education activity in the ALC. (Do not count college classes held in the ALC.)*

(2) *Line 4, columns b and c. Purpose of Visit.* Columns b and c pertain to the number of soldier visits to the ALC during the reporting period.

(a) *Line 4, column b. Education Activity.* Report the number of visits to the ALC for educational activities. Examples of educational activities include viewing College Level Examination Program (CLEP) video tapes, using language or computer lab, using FAST materials when a soldier is not enrolled in a competency program, and secondary and postsecondary computer-based instruction. *Note: If a soldier signs in the ALC on Monday, views a CLEP tape, and then on Wednesday signs again and uses the computer lab, this should be recorded as two education activities.*

(b) *Line 4, column c. Training Activity.* Report the number of visits to the ALC for training activities. The term *Training activity* is defined as training to support job skill proficiency. Examples of training activities include viewing training extension course (TEC) tapes, reviewing training materials in preparation for the SDT, training instruction, and checking out publications. Count the same as line 4, column b.

(3) *Line 4, columns d–f. Costs.* Refer to line 2, columns b–d, for instructions.

(4) *Line 4, columns g–i. Other Participation.* Refer to line 1, columns d–f, for a definition of other participation. Report the actual time of all visits in the ALC spent on educational and training activities by other participation. Refer to line 4, column a, for instructions on counting hours.

(5) *Line 4, column j. Other Participation.* For the number of hours, report the actual time of all visits rounded to the nearest hour spent in the ALC on educational and training activities.

H-9. Part VIII—ACES Personnel and Operations

The purpose of this section is to report data on personnel and operations associated with the management of ACES programs and services. Management costs are divided into the following categories: Line 1, MACOM level, and line 2, installation (AEC/ALC). The following definitions apply:

a. *Lines 1a and 2a, Managerial/Supervisory.* The term *managerial/supervisory* includes personnel whose primary function is program administration and management.

b. *Lines 1b and 2e, Admin/Clerical.* The term *administrative/clerical* includes personnel whose primary function is administrative support.

c. *Lines 1c and 2f. Other.* Include all other personnel, for example, interns.

d. *Line 2b, Counselor.* The term *counselor* includes all personnel who have as a significant function of their duties the counseling of soldiers. *Note: The data include all GS-09 counselors and GS-11 education services specialists who have counseling duties.*

e. *Line 2c. Testing (APT/SDT).* Report personnel whose primary duties are the administration and conduct of APT/SDT. For those personnel who conduct or administer APT/SDT as a portion of their job requirements but have other duties comprising more than 50 percent of their duty time apply the following rule: List the employees in their primary role under columns a and b. Under costs, separate the portion of P333732 or other OMA funds that represents that portion of salary and benefits associated with the conduct or administration of APT. *EXAMPLE:* Ms. Jones is primarily a counselor, yet she spends 20 percent of her time functioning as a TCO/training standards officer (TCO/TSO) for APT/SDT. Her salary and benefits are \$40K per year, or \$20K during the reporting period, paid under P333732. On line 2b, column b, list one actual. On line 2b, column c, list \$16K (\$20K–20 percent); on line 2c, column b, list 0 actual. On line 2c, column c, list \$4K (20 percent of Ms. Jones' \$20K salary and benefits for the reporting period).

f. *Line 2d. Testing (Other).* Report personnel and other costs associated with all other testing, for example, DANTES. If personnel split their time between APT/SDT and DANTES testing, prorate salary costs by using the same procedure as above; list them in column b according to the function which takes the preponderance of their time.

g. *Lines 1 and 2, columns a–d.* In lines 1 and 2, columns a–d refer to DAC employees only.

(1) *Lines 1 and 2, column a.* Report the number of DAC employees shown in the required column of the most recent table of distribution and allowances (TDA).

(2) *Lines 1 and 2, column b.* Report the number of DAC employees actually assigned to the MACOM or installation as of the last day of the reporting period.

(3) *Lines 1 and 2, column c.* Report the total P333732 cost for the DAC employees reported in column b. *Note: If an employee works the first 5 months of the reporting period, resigns and is not reported in column b, record the costs in column c.*

(4) *Lines 1 and 2, column d.* Report the total personnel cost charged to OMA funds other than P333732 for DAC employees reported in column b.

h. *Lines 1–2, columns e–f.* Lines 1–2, columns e–f pertain to local national (LN) employees only.

(1) *Lines 1–2, column e.* Report the number of actual LN employees assigned to the MACOM or installation as of the last day of the reporting period.

(2) *Lines 1–2, column f.* Report the total P333732 cost for the LN employees reported in column e.

i. *Lines 1–2, column g.* Report the total personnel cost charged to OMA funds other than P333732 for the LN employees reported in column e.

j. *Lines 1–2, column h.* Report the number of military personnel assigned or detailed to the MACOM or installation as of the last day of the reporting period.

k. *Lines 1–2, columns i–n.* Lines 1–2, columns i–n pertain to P333732 operations costs.

(1) *Lines 1–2, column i.* Report the total cost incurred to TDY travel and per diem by employees during the reporting period.

(2) *Lines 1–2, column j.* Report the total cost of employee professional development, e.g., conference registration fees and courses tuition benefits paid to employees.

(3) *Lines 1–2, column k.* Report the total cost for performance awards.

(4) *Lines 1–2, column l.* Report the total cost associated with PCS moves by employees.

(5) *Lines 1–2, column m.* Report the total cost of equipment and supplies purchased in support of ACES; do not include ADP costs. Do not include the cost of equipment and supplies reported elsewhere under a specific program.

(6) *Lines 1–2, column n.* Report the total cost of all automation

efforts in support of all ACES programs, services, and management to include hardware and software.

l. Lines 1-2, column o. Report the total costs associated with TDY, professional development, awards, PCS, equipment and supplies, and ADP paid by other than P333732 funds.

Glossary

Section I Abbreviations

AAP

Army Apprenticeship Program

AARTS

Army/American Council on Education Registry Transcript System

AATWG

Automation and Technology Working Group

ACAP

Army Career and Alumni Program

ACCP

Army Correspondence Course Program

ACE

American Council on Education

ACES

Army Continuing Education System

ACTEDS

Army Civilian Training and Education Development System

ADP

automatic data processing

ADT

active duty for training

AEC

Army Education Center

AER

Army Emergency Relief

AFARS

Army Federal Acquisition Regulation Supplement

AFCT

Armed Forces Classification Test

AGR

Active Guard and Reserve

ALC

Army Learning Center

AMEDD

Army Medical Department

APT

Army Personnel Test

ARNG

Army National Guard

ASEP

Advanced Skills Education Program

ATRRS

Army Training Requirements and Resources System

AWOS

active warrant officer service

BASD

basic active service date

BCT

basic combat training

BNCOC

Basic Non-Commissioned Officer Course

BOBC

Branch Officer Basic Course

CBE

credit by examination

CEU

continuing education unit

CFC

Combined Federal Campaign

CG

commanding general

CLEP

College Level Examination Program

CMF

Career Management Field

CONAP

Concurrent Admissions Program

CP

career program

CSA

Chief of Staff, U.S. Army

CW4

Chief Warrant Officer, W-4

CYBIS

Cyber-Based Instructional Systems

DAC

Department of the Army civilian

DANTES

Defense Activity for Non-Traditional Education Support

DCSINT

Deputy Chief of Staff for Intelligence

DCSOPS

Deputy Chief of Staff for Operations and Plans

DCSPER

Deputy Chief of Staff for Personnel

DELP

Defense English Language Program

DLI

Defense Language Institute

DLIELC

Defense Language Institute English Language Center

DLP

Defense Language Program

DLPT

Defense Language Proficiency Test

DOD

Department of Defense

DODD

Department of Defense Directive

DOIM

Director of Information Management

DOL

Department of Labor

ECLT

English Comprehension Level Test

ED

Department of Education

EDMIS

Education Management Information System

ELT

English language training

ESB

Education Services Brochure

ESC

executive steering committee

ESL

English-as-a-second language

ESO

Education Services Officer

ESS

Education Services Specialist

ETS

Educational Testing Service

F&AO

Finance and Accounting Office

FAR

Federal Acquisition Regulation

FAST

Functional Academic Skills Training

FM

family member

FOIA

Freedom of Information Act

FORSCOM

U.S. Army Forces Command

FY

fiscal year

GED
general education development

HSCP
High School Completion Program

IET
initial entry training

IRR
Individual Ready Reserve

JCCBI
Joint Committee on Computer-Based Instruction

LN
local national

MACOM
major Army command

MDEP
management decision package

MEPCOM
United States Military Entrance Processing Command

MEPS
Military Entrance Processing Station

MGIB
Montgomery G.I. Bill

MOS
military occupational specialty

MOSIT
MOS Improvement Training

MOU
memorandum of understanding

MPRJ
Military Personnel Records Jacket

NCE
New Careers in Education

NCO
noncommissioned officer

NCOER
Noncommissioned Officer Evaluation Report

NCOES
Noncommissioned Officer Education System

NCO LEAD
NCO Leader Education and Development

NCOLDAP
NCO Leader Development Action Plan

NCOLDTF
NCO Leader Development Task Force

NGB
National Guard Bureau

OCONUS
outside continental United States

OCS
Officer Candidate School

OSUT
One Station Unit Training

OMA
Operation and Maintenance, Army

OWC
Officers' Wives Club

PAO
public affairs officer

PCS
permanent change of station

PERSCOM
U.S. Army Total Personnel Command

PONSI
Program on Noncollegiate Sponsored Instruction

PSC
Personnel Services Center

QMB
Quality Management Boards

RC
Reserve Component

RTL
Read-to-Lead

SAFP
subject area functional proponent

SDT
Self-Development Tests

SOC
Servicemembers Opportunity Colleges

SOCAD
Servicemembers Opportunity Colleges Army Degrees

TA
tuition assistance

TABE
Test of Adult Basic Education

TAQ
Total Army Quality

TCO
Test Control Officer

TDA
table of distribution and allowances

TDY
temporary duty

TEC
training extension course

TRADOC
Training and Doctrine Command

TSO
training standards officer

TWI
Training With Industry

USAF
United States Air Force

USAR
U.S. Army Reserve

USARC
United States Army Reserve Command

USAREC
United States Army Recruiting Command

USAREUR
United States Army, Europe

USC
United States Code

VMET
Verification of Military Education and Training

Section II **Terms**

Active duty
Full-time duty in active military service of the United States; a general term applied to all active military service with active force without regard to duration or purpose.

Active Guard and Reserve
Army National Guard, Army National Guard of the United States, and Army Reserve military personnel on full-time duty or on active duty (other than for training or active duty in the Active Component) for 180 days or more in support of a Reserve Component or the National Guard and paid from National Guard Personnel, Army or Reserve Personnel, Army appropriations, except for personnel ordered to active duty as the Chief, Army Reserve; the Chief, National Guard Bureau; as U.S. Property and Fiscal Officers; those ordered to active duty under 10 USC 673 (b); those ordered to active duty under 10(b)(2) of the Military Selective Service Act for the administration of the Selective Service System; and those ordered to active duty for membership on the Reserve Forces Policy Board.

Alternative delivery courses
Nontraditional learning methods, such as DANTES independent study courses, credit by examination, and satellite courses.

Courses
Complete series of instructional units identified by title or number.

Classroom courses

Traditional courses offered on- or off-post.

Defense Activity for Non-Traditional Education Support

Department of Defense activity providing educational support to the military services' voluntary education programs.

Education Services Officer/Education Services Specialist

Manager of an Army Education Center.

Goal

A broad effort based on policy and directed to expected outcome designed to allow manager flexibility to plan by establishing objectives designed to reach the specified goal.

Initial entry training

Skills and knowledge basic to enlisted service and advancement to Advanced Individual Training (AIT); may be combined with AIT in One-Station-Unit-Training.

Management Decision Package

The building block for the program objective memorandum (POM) development. Each program in the Army is identified by a MDEP (for example, MDEP equals VACE for ACES). The MDEP competes with other programs for resources.

Mission-required language

Training of Army linguists performing their duties in language required positions. Training conducted with units, special forces schools, refresher or remediation, sustainment, enhancement, and all other training that requires a specific language proficiency.

MOS Improvement Training

Formal courses of instruction oriented toward mission organization or equipment requirements to improve soldiers' present or anticipated job-specific military duties.

Needs assessment

Process of gathering information identified as necessary for program planning, resource projecting, and establishing quantifiable, measurable objectives.

Objective

Specific quantifiable outcomes measured by established performance criteria that support and assess progress toward organizational goals.

Off-duty

Time when the soldier is not scheduled to perform military duties.

On-duty

Time frame determined by the commander when the service member normally performs military duties.

Personal self-development

A planned, progressive, sequential program

that leaders use to enhance and sustain their military competencies on their own.

Policy

Integrated course of action. Permits constant solutions to recurring problems; fosters initiative and good judgment for the development of goals, objectives and procedures.

Reserve Component

The Army National Guard, Army Reserve, Naval Reserve, Marine Corps Reserve, Air National Guard, Air Force Reserve, and Coast Guard Reserve. In each Reserve Component, there are three Reserve categories: Ready Reserve, Standby Reserve, and a Retired Reserve.

Resident credits

Academic credits awarded for courses taken with an institution (on-campus or on-post). Rules differ from institution to institution.

Self-development tests

Self-development tests are formally administered written tests of leadership, training management, and MOS-specific questions.

Selected Reserve

That portion of the Ready Reserve consisting of units and, as designated by the military department Secretary concerned, of individual Reservists required to participate in inactive duty training periods and annual training, both of which are in a pay status. The Selected Reserve also includes persons performing initial active duty for training.

Servicemembers Opportunity Colleges

Network of institutions recognizing and responding to soldier expectations for postsecondary adult continuing education. This organization is sponsored by national higher educational associations.

Servicemembers Opportunity Colleges**Army Degrees (SOCAD-2/-4)**

Worldwide system of regionally accredited postsecondary institutions offering a continuum of certificate, associate and bachelor's degree programs in job-related vocational/technical and interdisciplinary studies area. Specific curriculum networks are available.

Servicemembers Opportunity Colleges**Army Degrees Criteria**

Specific responsibilities accepted by member institutions, that is, use of student agreement forms, back transfer of credits, acceptance of common curricula within networks.

Student Agreement Form

Five-part standardized form used by all students in the SOCAD-2/-4 programs. Copies are provided the home institution (two each), the student, the servicing Army Education Center, and the Servicemembers Opportunity Colleges organization.

Total Army Family

The totality of the Active Army; the Army's Reserve Components, including the Ready,

Standby, and Retired Reserve; all other elements of the Army's Retired Force subject to recall in the event of mobilization; family members; and the DA civilian workforce.

Section III**Special Abbreviations and Terms**

This section contains no entries.

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RESERVED

For use of this form, see AR 621-5; the proponent agency is DCSPER

1. NAME (Last, First, MI)	2. SSN	3. COMPONENT/GRADE/RANK (Pencil)	4. EDUC LEV (Pencil)
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RECORD OF TESTS TAKEN (Continued)						
ASVAB		AFCT		AFCT RETEST		(Check appropriate box) <input type="checkbox"/> GED <input type="checkbox"/> CLEP
DATE		DATE		DATE		
GT	EL	GT	EL	GT	EL	DATE _____ PLACE _____ FORM _____
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GM	SC	GM	SC	GM	SC	(Check appropriate box) <input type="checkbox"/> GED <input type="checkbox"/> CLEP
CO	FA	CO	FA	CO	FA	DATE _____ PLACE _____ FORM _____
OF	ST	OF	ST	OF	ST	1 _____ 2 _____ 3 _____ 4 _____ 5 _____

DATE	FORM	RESULTS	DATE	FORM	RESULTS
DATE	FORM	RESULTS	DATE	FORM	RESULTS

ARMY CONTINUING EDUCATION SYSTEM (ACES) SEMI-ANNUAL PARTICIPATION/COST/EVALUATION REPORT										REQUIREMENTS CONTROL SYMBOL CSGPA - 1679									
PART I - GENERAL INFORMATION																			
1. MACOM/INSTALLATION		2. PERIOD COVERED				3. MILITARY POPULATION SERVED			a. ACTIVE ARMY ENLISTED WARRANTS OFFICERS TOTAL ACTIVE ARMY b. RC c. TRAINEES										
		OCT-MAR		FISCAL YEAR		4. NUMBER OF EDUCATION CENTERS 5. NUMBER OF LEARNING CENTERS													
		APR-SEP																	
		P333732		INSTRUCTIONAL COSTS		PROG COMPLETION		GT 110 OR HIGHER		OTHER PARTICIPATION									
		c		d		e		f		g		h		i		j		k	
PART II - COMPETENCY PROGRAMS																			
1. FAST																			
2. ESL																			
3. HEAD START																			
TOTAL PART II																			
PART III - SKILL TRAINING																			
1. MISSION REQUIRED																			
2. MOSIT																			
TOTAL PART III																			
PART IV - NCO LEADER DEVELOPMENT																			
1. NCOES MATH																			
2. READ TO LEAD																			
a. INDEP STUDY																			
b. OTHER LEARNING MODES																			
3. LEADER ENHANCEMENT																			
TOTAL PART IV																			
PART V - HIGH SCHOOL COMPLETION																			
HIGH SCHOOL COMPLETION																			

PART VI - POSTSECONDARY PROGRAMS										
	NUMBER OF ENROLLEES <i>a</i>	NUMBER OF COURSE ENROLLMENTS <i>b</i>	COSTS			COMPLETIONS DEGREE/ CERT. TEST- ING <i>g h</i>	OTHER PARTICIPATION			
			P333732 <i>c</i>	OTHER OMA <i>d</i>	OTHER FUNDS <i>e</i>		TA LOSS P333732 <i>f</i>	FAMILY MEMBERS <i>i</i>	DAC <i>j</i>	ALL OTHER <i>k</i>
1. LOWER DIVISION ASSOCIATE										
a. ENLISTED										
b. NCO										
c. WARRANT/OFFICER										
d. TOTAL (a, b, c)										
2. UPPER DIVISION BACCALUREATE										
a. ENLISTED										
b. NCO										
c. WARRANT/OFFICER										
d. TOTAL (a, b, c)										
3. GRADUATE DIVISION										
a. ENLISTED/NCO										
b. WARRANT/OFFICER										
c. TOTAL (a, b)										
4. VOCATIONAL/TECHNICAL NON-CREDIT										
a. ENLISTED/NCO										
b. WARRANT/OFFICER										
c. TOTAL (a, b)										
5. TOTAL (1d, 2d, 3c and 4c)										

PART VII - COUNSELING, APT/SDT, EDUCATIONAL TESTING, ARMY LEARNING CENTERS												
1. COUNSELING	INDIVIDUAL SESSIONS a	GROUP SESSIONS		SEPARATION VA COUNSELING c	OTHER PARTICIPATION							
		NUMBER OF SESSIONS b(1)	NUMBER OF SOLDIERS b(2)		FAMILY MEMBERS d	DAC e	OTHER f					
2. APT/SDT	NUMBER OF APT TESTS a	APT COSTS		SDT	OTHER PARTICIPATION							
		P333732			RESERVE COMPONENT g	DAC h	OTHER i					
		EQUIP & SUP b	CONTRACTS c					OTHER OMA d	NUMBER OF SDT TESTS e	OMA COSTS f	APT j	APT k
										SDT l	SDT m	
3. EDUCATIONAL TESTING	NUMBER OF TESTS a	COSTS			OTHER PARTICIPATION							
		P333732			FAMILY MEMBERS e	DAC f	OTHER g					
		EQUIP & SUP b	CONTRACTS c					OTHER OMA d				
4. ARMY LEARNING CENTERS (ALC)	NUMBER OF HOURS a	PURPOSE OF VISIT		COSTS			OTHER PARTICIPATION					
		P333732		FAMILY MEMBERS g	OTHER OMA f	TOTAL HOURS j						
		EQUIP & SUP b	CONTRACTS c				OTHER OMA d	OTHER i				

PART VIII - AGES PERSONNEL AND OPERATIONS															
	DAC				LN				P 333732 OPERATIONAL COSTS				OTHER FUNDS USED IN SUPPORT OF OPERATIONS o		
	REQUIRED e	ACTUAL b	COSTS		ACTUAL c	P333732 f	OTHER OMA d	MILITARY ACTUAL h	TDY i	PROF DEV j	AWARDS k	PCS l		EQUIP SUPPLIES m	ADP n
			P333732 c	OTHER OMA d											
1. MACOM															
a. MANAGERIAL/ SUPERVISORY															
b. ADMIN/ CLERICAL															
c. OTHER															
d. TOTAL (a, b & c)															
2. AEC/ALC															
a. MANAGERIAL/ SUPERVISORY															
b. COUNSELOR															
c. TESTING - APT															
d. TESTING - OTHER															
e. ADMIN/ CLERICAL															
f. OTHER															
g. TOTAL (a, b, c, d, e, & f)															
3. TOTAL 1d & 2g															

REQUEST FOR ARMY/AMERICAN COUNCIL ON EDUCATION REGISTRY TRANSCRIPT

For use of this form, see AR 621-5; the proponent agency is ODCSPER.

DATA REQUIRED BY THE PRIVACY ACT OF 1974

AUTHORITY: 10 USC, Section 4302.
ROUTINE USES: Upon initiation of individual.
PRINCIPAL PURPOSE(S): To enable the Army/American Council on Education Registry Transcript System (AARTS) to access its computerized files, retrieve data, and produce a transcript for forwarding to individual or other addressee designated by the individual. Use of Social Security Number is necessary to make positive identification of individual and records.
DISCLOSURE: Voluntary. Failure to provide required information will complicate, delay, and/or prevent administrative actions needed to produce the transcript and forward it to desired addressee.
ELIGIBLES: (1) ONLY Regular Army (RA) enlisted soldiers and veterans whose Basic Active Service Dates (BASD) fall on or after 1 October 1981.
(2) ONLY Army National Guard (ARNG) enlisted soldiers and veterans on active rolls as of 1 January 1993 whose Basic Pay Entry Dates (BPED) fall on or after 1 October 1981.

MAIL TO: AARTS Operation Center, Fort Leavenworth, KS 66027-5073

FAX TO: AARTS Operation Center, Commercial (913) 684-2011 or Autovon 552-2011

1. SSN		2. NAME (Last First, MI) (List in parentheses other last names used)			
3. ENLISTED RANK	4. DATE OF BIRTH	5. SIGNATURE			
6. ENLISTED STATUS <input type="checkbox"/> ACTIVE <input type="checkbox"/> VETERAN <input type="checkbox"/> ARMY NATIONAL GUARD		7.a. ENLISTMENT DATE (BASD OR BPED) (Must be on or after 1 Oct 81)	b. ETS DATE		
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